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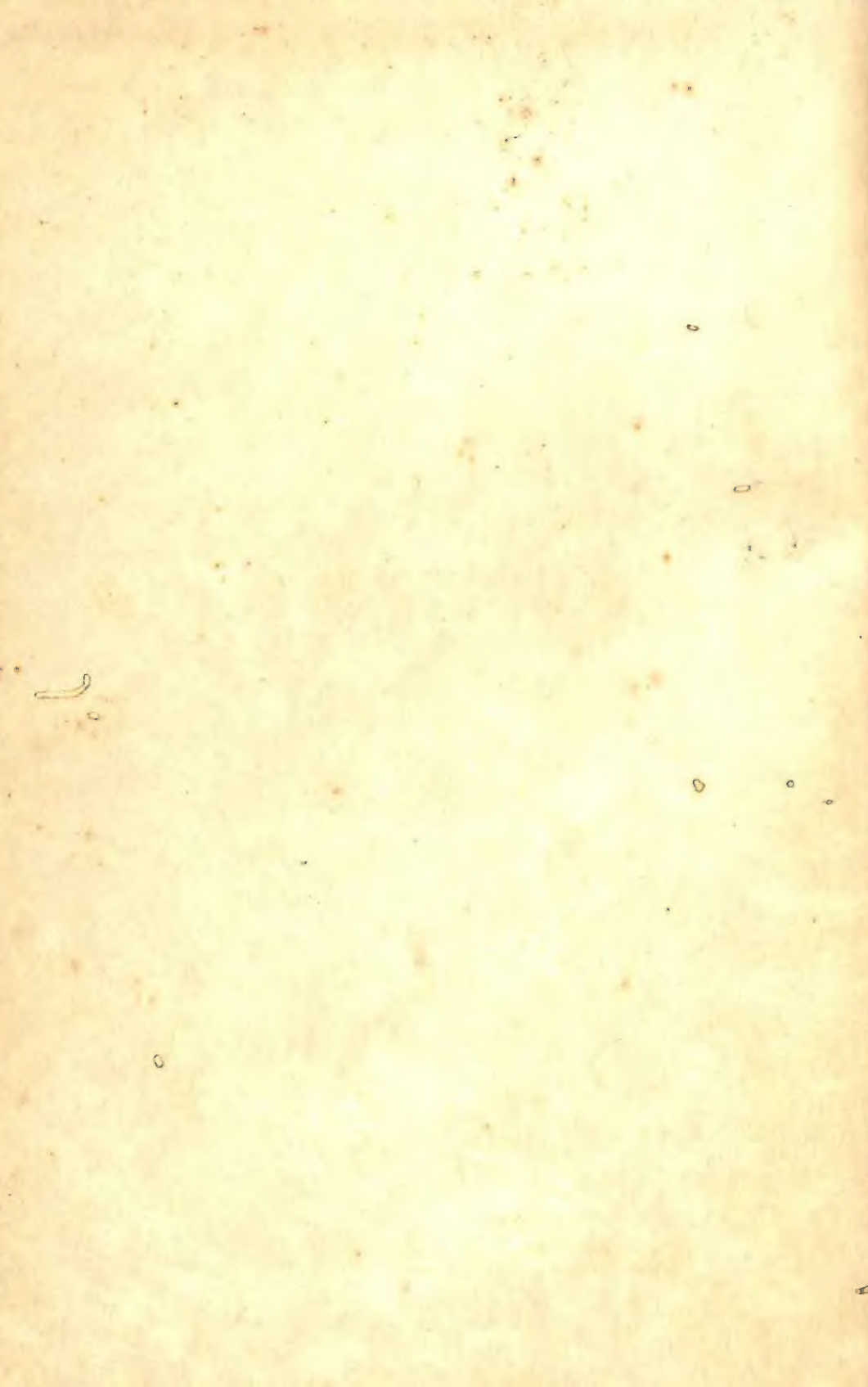
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McGRAW-HILL PRACTICAL GUIDANCE SERIES

FRANKLIN R. ZERAN, *Consulting Editor*

COUNSELING  
TECHNIQUES  
*in*  
Adult Education



*The quality of the material used in the manufacture  
of this book is governed by continued postwar shortages.*

*McGraw-Hill Practical Guidance Series*

FRANKLIN R. ZERAN, *Consulting Editor*



*Erickson and Happ*—GUIDANCE PRACTICES AT WORK

*Klein and Moffitt*—COUNSELING TECHNIQUES IN ADULT EDUCATION

# COUNSELING TECHNIQUES *in* Adult Education

*by Paul E. Klein*

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IN  
ADULT EDUCATION

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## PREFACE

*Counseling Techniques in Adult Education* is intended as a guide and source book for teachers, administrators, and counselors in adult-education programs. While the major emphasis is on the school situation, the suggestions presented may be used by anyone counseling adults—Y.M.C.A. and Y.W.C.A. workers, church and social-agency staffs, counselors of veterans, industrial workers, and the like. For the student of adult education and counseling, it should provide an introduction to this field.

Literature concerning adult learning, principles, methods, and administration has responded to the rapid growth of adult education within the last decade or two. However, the bulk of the professional literature on counseling and guidance is still addressed to programs concerned with boys and girls. There is relatively little to which the counselor of adults can turn for practical suggestions regarding the problems and techniques of guidance in evening schools and other agencies serving adult students.

In an attempt to fill partially such a need, this book has been prepared. The authors hope, too, that it will stimulate interest in counseling and convince the reader of the genuine service to adults that counseling programs have to offer. The lack of an adequately planned counseling organization in adult education results in waste of student time and higher pupil turnover.

More than ever before, the period that lies ahead will require greater adjustment and need for thoughtful, intelligent guidance.<sup>1</sup> As occurs after every great upheaval, there will be rapid changes in economic areas and in the social order. Veterans will need help and understanding in adjusting to civilian life, to home and family, and in reentering a vocational environment. Civilian life, too, will have its adjustments to make. Workers will face changes in pro-

<sup>1</sup> Attention is called to an excellent review of some of these problems and especially of experiments in community approaches and organization looking toward their solution, initiated in eleven cities under the leadership of the Occupational Information and Guidance Service of the U. S. Office of Education, in *Occupations*, Vol. XXIII, no. 5, February, 1945.



duction and employment. Women may be displaced, and conflicting opinions as to homemaking and careers may be revived.

*Counseling Techniques in Adult Education* assumes three major areas in counseling: educational, personal, and occupational. It presents suggestions and procedures for orienting adults to school and to study, for individual and group guidance, for developing the individual inventory, and for testing. It discusses the contributions of the curriculum, the counseling staff, organization, and community relationships. Recommendations are made as to simple, low-cost procedures that may be followed in any school by those who work with limited budgets and facilities, but these may be expanded to fit a more elaborate organization. An adaptable, but comprehensive, practice is presented, one that is not restricted to the relatively few specialists in counseling. Practical material based on experience, experimentation, and techniques found to be most successful with men and women students has been used. The style is easy and understandable, and technical terms have been kept to a minimum. In general, *Counseling Techniques in Adult Education* is in the nature of a handbook, rather than a comprehensive and theoretical treatment of guidance in adult education.

*Two theses dominate the book: The first is that a friendly, informal, human, personal counseling relationship is the most effective. The second is that the fundamental interest and objective of the counseling program is to obtain results for the individual—a "therapy" approach.*

In no way minimizing the importance or necessity for research, leadership, and specialists in the field of counseling and guidance, the authors believe that in actual practice every member of the staff is more or less a counselor and that upon their understanding and realization of their part in this service will depend the success and results for adult students in the program.

Counseling in adult education must be subject to critical evaluation, special study, research, and experimentation if it is to develop to full professional status. This book presents only a limited discussion as to the possibilities of such service. The authors earnestly invite correspondence and cooperative relationships with others who may be interested in the same field.

The authors appreciate the cooperation of their colleagues and adult students in the research and experimentation essential as the

background of this book. They are particularly indebted to those who have critically read the manuscript: Dr. Henry B. McDaniel, Chief, Bureau of Occupational Information and Guidance of the California State Department of Education; Miss Ann C. Moser, Coordinator of Vocational Guidance of the San Diego City Schools; Mr. Joseph R. Klein, Head, Guidance Department, San Bernardino High School; Mrs. Mary M. Gavin of the Los Angeles City Schools; and Mr. Irvin S. Gress, Director of Guidance, Altoona School District, Altoona, Pennsylvania.

PAUL E. KLEIN.  
RUTH E. MOFFITT.

SAN DIEGO, CALIF.,  
*December, 1945.*





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## INTRODUCTION

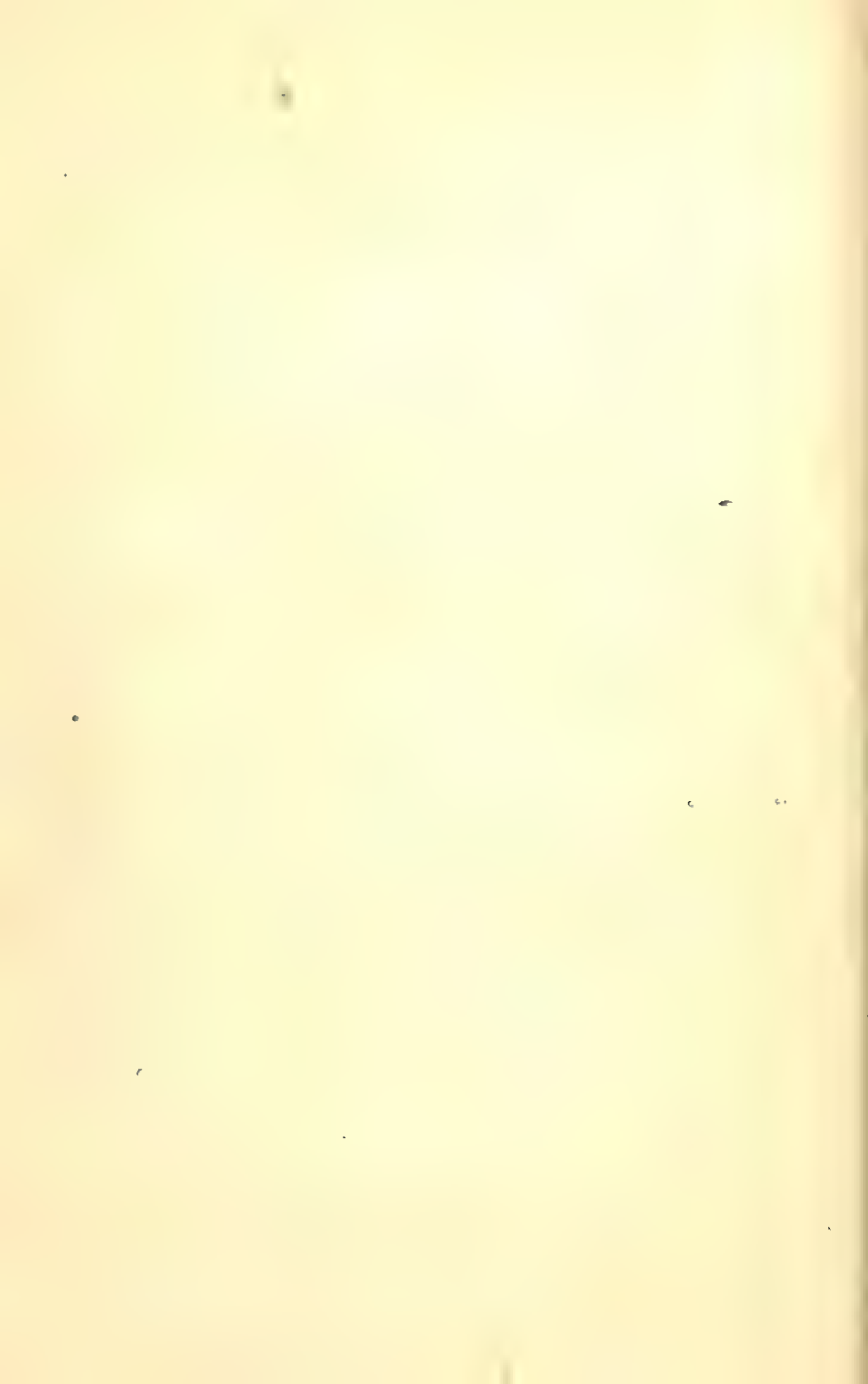
THERE has long been a need for assistance to administrators and staff members in the field of adult education in practical counseling techniques. Guidance practices are as necessary at the adult level as at the elementary or secondary levels. However, these practices must be based on techniques applicable to adults.

The authors of this book, long experienced in counseling at the adult level, offer many practical devices that may be utilized in assisting individuals who are entering into or are continuing in the field of adult education. Since all administrators and their staff members come in contact with their adult clientele it is essential that they know what they can and should do themselves and what they should refer to a specialist. By having this information they are in a better position to utilize the various services of the specialists, as well as to do a better job themselves of meeting individual needs.

The services that adult education has to offer in any community will be based on more tangible evidence and the results will be more realistic when counseling techniques are sound. This book will offer many suggestions which individuals engaged in adult education may use to initiate or develop their counseling functions in the guidance program.

FRANKLIN R. ZERAN.

ARLINGTON, VA.



## *Chapter I* INTRODUCTION:

### POINT OF VIEW

#### *Who Needs Guidance?*

Every man or woman who, in response to some urge for self-improvement, seeks the services that an adult-education program has to offer, is entitled to personal attention sufficient to fit the educational services of that institution to his individual situation.

If this potential adult student be a housewife who wishes to learn the operation of a portable typewriter such as she has in her home, or, a newly arrived immigrant who must learn the language, customs, and laws of her adopted country, she has a right to information on the class schedule, the length of such course, costs, materials needed, and the like. Before she completes her course and severs her connection with the program, she should be informed of other courses available, such as child care, budgeting, home gardening, or those of interest and possible help to her husband, her neighbors, and friends. Further, she may be invited to express an opinion as to other useful classes that might be set up, as the school tries to keep close to the changing needs and desires of the citizens of the community.

#### *Who Counsels?*

She may get some of this information from the secretary at the office desk, from whoever is in charge of the program, or from consultants or advisors who have special training in certain fields. Certainly, her instructor will play a large part in extending the



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personal contact between the program and the individual student that it serves.

The natural and helpful association in the classroom establishes a friendly respect, which makes the teacher a very important and useful member of the counseling staff. Such simple contacts and items of information are essential in the guidance program. They build a relationship and rapport through which men and women seek help and advice in more perplexing and fundamental problems later.

### *What Is Counseling?*

It is essential that some agreement be reached as to terms used, and that a point of view be established as to the nature and scope of the program and suggestions presented in this volume. In using the term "guidance," we refer to the comprehensive program of activities directed toward acquainting the individual with various ways in which he may discover, and use, his natural endowment, in addition to special training available from any source, so that he may live and make a living, to the best advantage to himself and to society.<sup>1</sup> Counseling, although very important, is only one phase of guidance, that is, the personal contact between the program and the individual student. Earl B. South, quoting Jones, defines counseling as "The activity where the available facts are gathered together and the individual's experiences are focused upon a specific problem to aid him in its solution."<sup>2</sup> Arthur J. Jones adds that it "refers to direct assistance given personally to an individual student by a teacher or counselor, . . . and usually takes the form of a personal talk."<sup>3</sup>

Guidance has been broken into numerous "areas" or "functions," such as educational guidance, personal guidance, social and civic guidance, as well as vocational guidance. Such classifications serve to call attention to the many aspects of human life and to emphasize the necessity of considering all or several of these, rather

<sup>1</sup> STUDEBAKER, JOHN W., "The Occupational Information and Guidance Service: A Report of Progress," *Occupations*, vol. XVII, no. 7, p. 587, April, 1939.

<sup>2</sup> SOUTH, EARL B., *A Dictionary of Terms Used in Measurements and Guidance*, p. 19, The Psychological Corporation, New York, 1938.

<sup>3</sup> JONES, ARTHUR J., *Principles of Guidance*, p. 318, McGraw-Hill Book Company, Inc., New York, 1934.

than assuming that any one may be considered alone. The term "student personnel work" draws these together and gives focus on the individual as being of paramount importance, as being the center of all advisory and educational effort, and as being the starting point of the development of any program. The emphasis of this volume is upon the individual and upon the simple and personal relationships that will help him develop and move ahead in a happy and useful life.

### COUNSELING PERSONNEL

There are three points of view concerning who should be the counselor. One is that the teacher should handle all guidance and that specialists in this field are not needed. The other extreme is that only specialists should be entrusted with personnel work. A more balanced view is that all members of the staff—teachers, principal, counselor, and even the office staff—make important contributions in a cooperative counseling program.

Of all those who come into contact with the student, the teacher perhaps knows him best in a normal way. There is a natural relationship as they are busy in the various activities of the classroom. Their attention is directed, primarily, on the subject matter of the course, in which both have an interest. Together, they and other students engage in the discussion of topics of common interest, and undertake educational projects to their mutual advantage. There is teamwork, a common ground of thought and understanding, mutual esteem, and good will.

No other person on the staff of the school has the opportunity for such frequent and continued observation of the student as does the teacher. This may extend through one or more courses, or even over a period of several years. It has the regularity of one or more class sessions each week. The teacher becomes well acquainted with the individual student as adjustments are made in classroom situations and activities. Capacities, needs, and interests of each student are revealed in class participation, as well as in repose. Since no one person sees the student as a whole, especially in one short interview, there is advantage in the observations of the several teachers who may have the student under their instruction. The use of teacher-counselors is a practical approach of contact and

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service to the entire student personnel; and as the majority of these students are making normal adjustments, such informal contacts should be adequate in most instances.

The school office is usually the first contact for the adult student, and gives him his first impression of the institution and its educational services. Regardless of the counseling setup and organization, many men and women stop here for their only advice as to courses and subjects to meet their needs and interests. If this situation is fully realized, more attention will be given to the place of the office and its staff in the counseling picture.

The responsible head to whom one turns for final decisions and to whom the staff looks for leadership is the principal. He is the educational and professional leader of the school. His responsibility involves research and study as to courses offered, upon the staff and sort of teachers who are available, concerning individuals to whom certain assignments may be made or with whom certain projects may be undertaken. The organization of the program and all factors that affect and strengthen the services to the student rest upon him. A second and equally important responsibility concerns relationship with the instructional staff itself, with individual teachers, with committee and faculty groups. Conference and visitation, the coordination of various activities, a program of in-service training for the staff—all these are his responsibility. Many persons go directly to the principal for advice; there is guidance and orientation as to the building, the staff, the services available; there are all sorts of special or urgent cases coming in directly or sent by teachers. The principal, as well as the teacher or the specialist, is a counselor.

There is a natural tendency for many adult students to go for information directly to the secretary in the office, and often to accept whatever she may say as to courses, or even to rely upon the counsel and advice that she may give. In this tendency there lurks a real danger, if such "advice" goes beyond the informational stage. The principal can well afford to give attention to the training of the secretary, at least to the extent of orienting her with the real educational program of the school, the courses, the staff members and their special abilities, and to a continuous program of in-service training. Physically, the office itself can be of great help in



the counseling service. An attractive, friendly, and genuinely helpful atmosphere gives a first impression that is exceedingly important.

### SCOPE OF THE COUNSELING PROGRAM

Whatever the organization of the counseling program may be, upon whomsoever the main task of counseling may fall—teacher, principal, or counselor—there are certain essentials that should be included in the program. There are aspects and responsibilities fundamental in any setup and organization of a counseling program if it is to be effective not only for the student body as a whole, but for each individual student.

#### *Student Enrollment and Attendance*

There is the problem of the registration and enrollment of the mass of students who swarm in on opening night and of those who, entering throughout the year, must be adjusted individually to courses already under way. Orientation devices, such as bulletins and schedules, assemblies, and displays, as well as an augmented counseling staff, are needed during the enrollment period.

Investigation of withdrawals, encouragement of dropouts to reenter school, and counseling and assistance in changing programs when classes are forced to close are other very practical counseling problems in overcoming loss and social waste.

#### *Student Data and Records*

There is a distinction between the legal records in the office on students and those having significance in a counseling program. Simple workable case histories of the background and achievements of each student can be kept in such form as to be readily useful for counseling purposes.

#### *Student Interviews*

Personal and individual interviewing is the "heart" of the whole counseling effort. The technique of a successful interview, getting all pertinent information, establishing rapport, and actually accomplishing desired results are among the most difficult challenges facing anyone who attempts counseling. Yet, there are common-

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sense principles that increase the effectiveness of these procedures, as well as simplify them.

### *Credit and Special Students*

There are many students earning credits, working toward diplomas, and preparing for college; many who are brushing up for the examinations and for further or special education; and many with handicaps and deficiencies who need care and attention toward a well-rounded educational program. There are scholastic standards to be maintained; there are regents' examinations and graduation requirements to be met; and relations with higher institutions and accrediting bodies must be established. Accurate information is needed as to educational requirements for such examinations, data on colleges and other special schools and on the opportunities and services available through them. Considering the wide differences among adults, care must be exercised in verifying and evaluating background, experiences, and education, if these are to be used for credit purposes. The selection and use of suitable tests and the setting up of a reasonable testing program are necessary in checking the validity of personal interpretations made of background material.

### *Personal Counseling and Psychotherapy*

Some adults, after being out of school, find difficulty in again doing schoolwork and in learning how to study. Because of disposition, manner, or personal characteristics, their very ambition may create minor disturbances. A little personal advice, or coaching, or arranging for some special help may be all that is needed. Others, somewhat maladjusted and emotionally insecure, find help through rather definitely outlined long-term programs of study, together with some attention on mental hygiene, objective self-analysis, and the positive aspects of personality development. Psychotherapy offers one of the most helpful and fundamental approaches in our service to adult students. Certainly there are many psychological principles involved in the counseling of adults of various ages, interests, and backgrounds, no matter how well "adjusted" they may be.

*Student-body and Group Counseling*

As is true in the case of boys and girls, the organization of a school student body among men and women students has proved its value and usefulness in maintaining school morale, in the support of school activities, and in many other ways contributing to school development. There is a special contribution for counseling in the evening school, however, because adults are able to undertake on their own initiative many projects in group guidance. They are able to lend to them the background of their maturity, to draw from their practical experience, and to carry on such programs with a high degree of success.

*The Curriculum*

The close relationship of the counseling program with the curriculum is obvious. In the evening school, the courses offered, the special nature of each class, the student activities in the classroom, and the teaching methods used are dependent upon the needs of adults. All staff members who counsel students or who in any way are close to them in the classrooms, recognize the variety of interests that the educational program must serve and their own obligation to suggest changes in the curriculum to meet these needs.

*Vocational Counseling*

This book is not addressed to the vocational aspects of guidance, nor is there space to discuss adequately all phases of the field, but anyone engaged at all in counseling must be concerned with the occupational activities of any adult students and must recognize the close relationship of these interests with educational planning and services. It is our belief that more adequate and really worthwhile help can be given by referring adults to agencies active in vocational endeavor and confining our efforts to a good job within the general education field, than by trying to become an authority on the great variety of occupations, the multitude of technical processes, and the highly specialized areas of modern industrial and commercial life. However, there are many useful contacts and important services that the counselor can perform as the school contributes in a long-term program of self-improvement to the vocational needs of each individual.

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### *Community Relationships*

In a sense, counselors are coordinators and bring together not only the services of the school for the benefit of its students, but also certain resources of the district in which the school is located or in which the students reside. Adults are the active participants of community life, and benefit, therefore, directly through counseling that opens up contacts with local educational, cultural, social, and civic organizations and movements. A planned public-relations program also has values in enlisting public support, in publicizing the school's services, and in accomplishing considerable preenrollment orientation and counseling utility.



## *Chapter 2* COUNSELING PERSONNEL

THE focus of the whole guidance effort in an educational institution is on the individual student, and, in our opinion, the various functions of counseling cannot be delegated to different members of the staff in any mutually exclusive fashion. All members of the school staff make important contributions in a cooperative program. Each one has something that he can add to the whole.

The purpose of this chapter is to call attention to the special usefulness, the unique position, the role that various members of the school staff have in counseling. Our purpose is to emphasize the school-wide nature of the program, involving everyone connected with it in any way—from the principal to the students themselves. There is no particular significance in the order in which the various personnel are mentioned in this chapter; it does not indicate rank or degree of importance. However, by placing the general counselor first, we are able to bring to the reader's attention certain counseling activities and responsibilities that may have application or be of interest to other members of the school staff.

### THE GENERAL COUNSELOR

By "general counselor" we do not mean a highly specialized expert, such as a psychologist, or a counselor engaged in some special field as vocational education, for example, or officials with administrative duties, such as vice-principals or deans of women. We refer to a student personnel worker attached to the school or the institution as a regular member of the staff, and assigned, at least in the evenings, exclusively to this task.

#### *Need for the Position*

We recognize that, relatively speaking, general counselors are not employed as widely in adult education and evening schools as

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in secondary schools for boys and girls, though the need may be as great or even greater. However, we believe that there are certain factors operating toward an increase in such assignments:

1. The demonstrated practical usefulness of such assistance in caring for adult student personnel where such counselors are employed.
2. The growing realization that such counseling and adjustment service is as important to an adult student's well-being as actual classes and programs of instruction are.
3. Reduction in pupil turnover and consequential social loss, indicating that such positions are practically "paying their way."
4. The increased need for such service after a period of widespread upheaval and maladjustment.

### *Qualifications and Bases for Selection*

An adequate discussion of the qualifications and professional equipment—such as background in psychology, training in tests and measurements, and the like—of general counselors is beyond the scope of this volume. Too much emphasis, however, cannot be placed upon personality traits such as energy and initiative, self-control, outlook and philosophy, genuine interest in people, appreciation of human development, and a practical understanding of the relationships of education to other community agencies, business pursuits, and adult activities. We should add that successful experience as a teacher of adult students should be a prerequisite in the selection of the counselor. Through experience in normal day-to-day contacts, he has become cognizant of the problems and difficulties of the adult student. He appreciates classroom and instructional situations—those due to the heterogeneous character of adult groups, for example. He is familiar with the nature and requirements of the adult-education curriculum. He understands the viewpoint of the classroom teachers with whom he works in a cooperative program, and conversely, the teachers have more respect and confidence in him. Finally, it is good administrative practice to select some progressive member of the faculty whom the principal knows and in whom he has confidence.

*Major Areas of Responsibility*

The general counselor may have all sorts of responsibilities. The list given here is intended merely to suggest possibilities in adult education and in evening schools. Modifications can be made to fit the particular local or school situation—for example, on pages 108 and 109 will be found an outline of educational counseling responsibilities in a particular evening high school.

1. *Orientation of Student.* This is discussed at some length in Chap. 3, and involves registration and enrollment, orientation through group and individual contacts and through the school program.

2. *Educational Counseling.* Long-term educational planning, service to credit and diploma students, and attention to the various levels, such as literacy, elementary adult education, secondary, and the like, are included. These are reviewed in some detail in Chap. 7.

3. *Personal Counseling.* Personal help on items affecting adult students as individuals, through group and individual contacts and through the school program is given. According to the counselor's background and the needs of adults, this may include some mental hygiene and psychotherapeutical services (see Chap. 8).

4. *Occupational Counseling.* Chapter 9 presents suggestions in this major area of counseling in which the general counselor may assist adult students in making vocational plans and in progressing in their chosen fields.

5. *Curriculum and Instructional Program.* The general counselor can be of service to teachers in fitting classes, subjects, classroom activities, and the like to student needs. He can assist in interpreting the curriculum and instructional program in terms of graduation requirements (see Chap. 7).

6. *Testing.* Testing, as well as the whole field of securing objective data on students' backgrounds and abilities, is an important service that can be centered in the general counselor's office, though as is suggested in Chap. 6, emphasis should be placed on the use of these data.

7. *Records.* Registrar duties, and the securing, organization, use, and preservation of credits, transcripts, and all sorts of data on

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students are an important responsibility that may be assigned to the general counselor. Chapter 6 reviews this.

8. *Student Activities.* Student personnel work, student body, class organizations, senior "class," and other types of student projects and extraclassroom activities may be under the sponsorship of or encouraged through the general counselor (see Chap. 8).

9. *Welfare Program.* Some adult-education agencies and evening schools provide personal-welfare assistance to individual students or cooperate with social agencies in one way or another. The general counselor is the natural official in such service and contacts.

10. *Coordination.* The counselor is a coordinator and brings to a focus on the student body all the services and activities of the program. Through the counselor's office may be channeled, for evaluation and action, suggestions and complaints and all the positive and negative factors affecting conditions favorable to the educational environment.

11. *Professional Relationships.* Another function of the general counselor is the maintaining of professional relationships with the various specialists in guidance, psychology, health, and the like to be found in local school systems and communities, who make contributions on special counseling cases.

12. *Staff Relationships.* Our conception of an adult-education counseling program embraces every member of the staff. The general counselor has an important task in most advantageously bringing together the talents and viewpoints of this personnel in a cooperative whole.

13. *Relations with Higher and Special Institutions.* For example, colleges and universities, special schools, accrediting institutions, government and rehabilitation services, and branches of the armed forces are among the multitude of agencies and educational organizations on which accurate information and data must be kept and with which relations must be maintained.

14. *Community Relationships.* Adult education is interwoven with community life and activity; good public relations are vital in a successful program; there are all sorts of agencies and organizations with parallel interests. The general counselor must be alert to the possibilities of such relationships.



15. *Organization and Administration.* In no sense do we consider the general counselor in an administrative capacity, but he can be of immense service to the administration with advice, suggestions, and assistance in the organization and operation of the school curriculum and program as it affects counseling and the welfare of the student personnel.

16. *Research and Experimentation.* One of the major contributions of the general counselor to the development of the guidance program is in research, experimentation, and evaluation—both in the local situation and through professional contacts, exchanges, literature, correspondence, and conferences.

### THE TEACHER-COUNSELOR

This section might be referred to more accurately as the teacher's role in the counseling program, because it is our belief that every teacher is more or less a counselor, whether occupied exclusively with classroom instruction or assigned as a part-time counselor. Only the teacher knows the student in a normal, natural way; there is the psychology of teamwork in the classroom; there are opportunities for frequent and continued observation; and wholesome rapport is already established. A teacher is, of necessity, alert to individual characteristics among pupils, and a certain amount of counseling is carried on in even the most casual contacts in and around the classroom.

In an adult-education program having a strong guidance emphasis, faculty members will be selected who, in addition to the usual qualifications of good teachers, are interested in counseling or who have potentialities in this direction. The various desirable personal characteristics discussed in the section on the General Counselor obviously apply equally well to the teacher.

### *Educational and Counseling Functions*

Though we cannot go so far as Dr. Brewer's view that education is guidance and guidance is education,<sup>1</sup> at the outset it should be understood that we feel there is no conflict between the educational

<sup>1</sup> BREWER, JOHN M., *Education as Guidance*, The Macmillan Company, New York, 1932, 668 pp.

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and the counseling functions of the classroom teacher. As Dr. Will C. Crawford explains, there is really no separation between the two: "Guidance is an essential part of the instructional program, and should have its origin in the classroom."<sup>1</sup> Rather than taking anything from instruction, counseling strengthens teaching in that the instructor becomes more aware of the students and their needs and sees the course in its true light—a contribution to these needs. Successful teachers of adults must give attention to individual students and modify their instruction accordingly if they want to retain these students in their classes.

It is not necessary to set up a special organization in order that teachers may carry on counseling. In the classroom, as has been stated, counseling is taking place anyway, but it may be strengthened and become more effective as the teacher enters into a planned cooperative program with her colleagues.

### *Classroom Activities and Counseling*

Having observed many counseling activities carried on by teachers of adults in the classroom, we present here a few suggestions and examples.

1. *Individualization.* "Individualization of instruction," state Williamson and Hahn, "does not mean that each student is taught each subject separately by a teacher . . . (but) requires that the instructor know the students as well as the materials to be taught."<sup>2</sup>

2. *Orientation.* "Students need to be given an introduction to the subject; they need to be told what it is and why it is worth taking . . . This initiation, on both a group and individual basis, is a personnel function of the teacher which we may call orientation."<sup>3</sup>

3. *Remedial Instruction.* "In every classroom . . . the teacher will discover . . . (simple) problems needing remedial assistance. These include the normal difficulties of learning. Through analysis of written examinations and oral recitation, the teacher may learn the nature of the materials proving difficult for the student to learn.

<sup>1</sup> CRAWFORD, WILL C., Superintendent, San Diego City Schools, Minutes of the Meeting of Secondary Principals, item 4, May 18, 1943.

<sup>2</sup> WILLIAMSON, E. G., and M. E. HAHN, *Introduction to High School Counseling*, p. 130, McGraw-Hill Book Company, Inc., New York, 1940.

<sup>3</sup> *Ibid.*, p. 135.

By means of individual and tutorial instruction these learning difficulties are often corrected without much extra effort."<sup>1</sup>

4. *Enriching the Course.* The teacher, in the classroom, will find many avenues through which the subject matter of the course may contribute to counseling. For example, through emphasizing long-range educational, vocational, and cultural aspects; or in bringing out wider implications, such as social-civic and community relationships; or in making personal applications—impersonally, of course—through discussions and the like.

5. *Class Activities.* These include both organized and informal class activities, subject-matter clubs, extraclassroom projects, excursions, dinners, programs, and the like, which provide opportunity for group counseling, contacts, activities, and experiences.

6. *Individual Counseling.* Advice should be given as it is sought and as the need arises, not according to some fixed and formal administrative schedule.

### *Opportunities as a Member of the School Counseling Staff*

1. As a member of the school counseling staff, each teacher should have a comprehensive, accurate, and up-to-date background of all the institution's services; for example, the major areas of adult education found in the school; the various opportunities for special training; requirements as to diplomas, certificates, and the like; familiarity with courses supplementing his own; student programs and special activities of the school; and the school calendar and schedules.

2. Membership on an all-school "counseling committee" having various functions that contribute to the counseling program will involve reviewing all sorts of special or unusual "cases" as to what action should be taken—such as calling on some other agency for assistance, helping to set up standards, making suggestions as to the program, and evaluating and recommending approval of activities of the school as they relate to counseling, and actually counseling students in the various fields represented by the membership on the committee. Page 16 presents an example of such a faculty counseling group in action.

<sup>1</sup> *Ibid.*, p. 138.



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## SAN DIEGO EVENING HIGH SCHOOL

### Announcement to students—

San Diego Evening High School will end its present year on June 14, with graduation exercises which will be held on Friday night at 8:00 P.M.

It is now time for each student to begin considering plans for the next year. For benefit of the students and because of the congestion at registration time each year, we are providing counseling time for the purpose of checking over next year's program and to enable each student to ask many questions in various subject fields and receive satisfactory answers.

The following teachers will be in their rooms at the hours indicated below.

<i>Counselors</i>	<i>Counselor's Field</i>	<i>Day</i>	<i>Time</i>	<i>Room</i>
Blanche Brittain	Educational Review	Mon. to Fri.	6:30-7:00	183
Ross Evans	Laboratory Science	Mon. to Thurs.	" "	223
Elinor Frazer	Mechanical Drafting	Mon., Wed., Fri.	9:30-10:00	409
Julia Knowlton	Speech Arts	Tues. & Wed.	6:30-7:00	Lt. Theater
Margaret Nugent	Commercial	Mon. to Fri.	" "	108
Faith Thompson	English	Mon. to Fri.	" "	136
John Wilson	Mathematics	Mon. to Fri.	" "	166
Nancy Wright	Social Science	Mon., Wed., Fri.	" "	176

For credit students, who wish to check over their program or talk about college preparatory work, please see Mrs. Betty Hall, General Counselor, in the office, any afternoon or evening.

Paul Klein, *Principal*,  
San Diego Evening High School.

3. Experimentation is vital in the development of a counseling program, and teachers find pleasure and interest in trying out ideas. The encouragement they receive is reflected in added service to the students. One teacher, with a considerable number of younger adults, made a study of all the between-age students of the school—those in the so-called "transition" period of eighteen to twenty-one or twenty-two. Another, who has been carrying on over a period of seven years a testing program with adult elementary students, finds patterns in spelling, reading comprehension, and arithmetic reasoning significant in her work and of interest to other faculty members before whom she has reviewed her material. Another, a psychology teacher, has been trying emotional tests on certain students suggested by the counselor, followed by personal interviews when they are sought by the students. The results have interested other teachers with whom

these students are registered. A group of three or four teachers has been experimenting with personality items in connection with the subjects taught: a sewing teacher on personality and dress, a speech teacher on personality as reflected in speech, a social science teacher on possibilities in that field, and the like.

4. The production of guidance materials is another example of faculty contribution to the development and efficiency of the program. Below is a sample of faculty opinion in an effort to reduce pupil turnover. After these opinions were collected, edited, and mimeographed, they were used as a basis for faculty discussion. At one summer workshop,<sup>1</sup> five teachers from the adult-education department undertook the following studies:

- "Personality Development: A Handbook for Teachers of Adults"
- "Annotated Bibliography on Current Literature on Educational Guidance in the Evening High School"
- "Counseling Americanization Students"
- "Counseling Adults Taking Work on the Elementary Level"
- "Tests and Testing in the Evening High Schools and Junior College"

### SAN DIEGO EVENING HIGH SCHOOL

#### *Faculty Comments*

#### POSITIVE FACTORS THAT HOLD ADULT STUDENTS IN CLASS

##### THE TEACHER:

"Bright, cheerful, interested appearance." "Well-prepared, with 'something to sell.'" "Courteous, with consideration for students as adult individuals." "Great patience, willingness to repeat explanations."

##### INDIVIDUAL ATTENTION:

"Work adapted to the need of the individual." "Adjust course to special needs of students." "Attention to individual's difficulties." "Individual assignments suited to personality of students."

##### USEFUL MATERIAL:

"Units of study that yield definite practical or cultural values." "Units of study that yield definite practical or cultural values." "Worth while." "Vital." "Material of immediate value."

<sup>1</sup> The San Diego City Schools conduct annual summer workshops, where teachers, with the help of specialists and advisors and with library facilities, may have opportunity to produce materials useful in their fields.

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rial students can actually use." "Real help from work given." "Appreciate usefulness of the particular subject."

### ENCOURAGEMENT:

"Teacher register enthusiasm in the individual progress of the student." "Make students feel the instructor's interest in and understanding of their problems." "Personal encouragement." "Personal interest." "Realization of progress" (on part of the student).

### INTERESTING MATERIAL AND PROCEDURES:

"Presentation of class material in an interesting sequence, as in a serial story—'best is yet to come.'" "So student will look forward to next class." "Interesting class routine, with enough variety to add spice." "Snappy, not slow." "Continuous new methods and ideas." "Begin class in novel and interesting, useful manner." "Use visual materials." "Give bird's-eye view of complete course."

### TEACHING TECHNIQUES:

"Really work." "Give every minute to instruction—cut out long speeches." "Streamline the course." "Prepare each lesson." "Use effective methods and techniques." "Definite plan for the course and adherence to same, but elasticity of plan to adapt to changed situations." "General businesslike conduct of class, including punctual opening and closing." "Group class into sections according to ability." "Set aside part of time to coach 'slow' students, or ones who have been absent." "Provision whereby those missing can catch up." "Eliminate homework."

### CLASS AS A SOCIAL GROUP:

"Recognition of social values in the classroom situation." "Development of class spirit—a feeling of unity." "Congenial." "One happy family." "Friendships." "A sympathetic, informal, but businesslike class spirit." "Discussion in which entire class participates." "'Mix' with students, but retain their respect."

### MISCELLANEOUS:

Only three teachers mentioned credits as having value in holding student. One teacher mentioned the social activities of the school.

5. Every member can make some special contribution. Each teacher has some background or interest that is different from that of the rest of the faculty and, in this respect, can become somewhat



of a specialist in the field of counseling—both serving students and helping other teachers with problems in the particular field. It may be in his subject field, such as commercial, science, or mathematics. On the other hand, he may become an authority on civil-service opportunities and procedures, or in the field of mental hygiene, or in testing, or in citizenship and naturalization processes and regulations.

### *In-service Training*

This is not a treatise on teacher training, but it gives merely a few examples based on experience through which teachers grow and develop in the field of counseling.

1. Professional study, through summer school, extension courses, workshops, college, and university, is first among such suggestions because of the obvious advantage of working under known leadership, of the contacts with others in the same field, and of planned and guided thought. These values are increased, however, when planning is done ahead with the principal, in order that the work will fit in with school plans and projects so that the material may be put to use. The wise administrator recognizes the inspiration of such encouragement and seeks to present opportunities in the way of special assignments for such ambitious members of the faculty to develop new ideas.

2. Faculty meetings, if they are planned and conducted as professional conferences, are among the most effective methods of in-service teacher training. Professional literature on counseling may well be the basis for discussion for several meetings, as well as reports covering such topics as the way in which the teacher's own subject contributes to counseling and the development of students, evaluation of experiments proposed or under way, consideration of ideas and projects from other schools or institutions, and the like.

3. Teachers' own conferences on counseling represent their own interest and planning in this field. This is true not only of attendance at regional and association meetings, but of conferences developed locally through their initiative. Pages 20 and 21 illustrate such a conference.

4. Practicing counseling has considerable value, in itself. To

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"learn by doing" holds true in this case; and teachers who are active in this field, who compare problems, techniques, and "cases," and who raise these for discussion at faculty meetings grow professionally. We suggest the study of normal individuals rather than of just "queer" cases, who should be referred to the office and to specialists. Recognition for such service should be given by the principal.

### THE PRINCIPAL

The principal, as the administrator of the school, must take a place of leadership in the counseling program. There are, also, certain indirect but important relationships with counseling—largely through the school staff. Finally, he acts directly as a counselor himself. On the other hand, we should recognize and appreciate certain difficulties and limitations that are due to his position. He must seek to maintain the school's scholastic standards; adhere to legal requirements; see that records are kept and reports made; operate within budgets; as well as face problems of staff, housing, supplies, and the like. There are contrarywise pulls and pressures, groups with special projects and those wishing other emphases. A balance must be kept within all needs of the whole adult student group.

### DEPARTMENT OF ADULT EDUCATION

#### SAN DIEGO CITY SCHOOLS

*To All Adult Teachers:*

What is guidance? What is counseling?

What is the place of counseling and guidance in adult education?

What are the teacher's possibilities as a counselor?

What are his limitations?

What are his responsibilities?

.....†.....

These and other questions which you are asked to suggest, will be covered at a *Teachers' Conference on Counseling and Guidance in Adult Education*, to be held in the Little Theatre, San Diego High School, Friday afternoon, April 21, from 3:30 to 5:15 P.M. The accompanying tentative program for this conference is being worked out in cooperation with teachers. On the blank below, please turn in to us as soon as possible,

in care of the school office, any suggestions which you may have as well as additional questions which you wish to raise. You are cordially invited to be present at the conference and participate further.

Sincerely,

THE ADULT COUNSELING COUNCIL

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SUGGESTIONS AND QUESTIONS FOR THE TEACHERS'  
CONFERENCE ON COUNSELING AND GUIDANCE

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TEACHER: \_\_\_\_\_

San Diego City Schools

Department of Adult Education

## TEACHERS' CONFERENCE

on

## COUNSELING AND GUIDANCE IN ADULT EDUCATION

In the Little Theatre of San Diego  
High School

Friday, April 21, 1944  
3:30 to 5:15 P.M.

\* \* \* \* \*

### PROGRAM

- I. The Teacher's Role in Counseling and Guidance of Adults
- II. Practices in Counseling and Guidance of Adults in San Diego
- III. Open Forum Discussion

\* \* \* \* \*

### *Major Areas of Responsibility*

1. Chapter 10 discusses the organization of a counseling program. Responsibility for this organization rests primarily upon the administrator. He must consider and weigh opportunities and



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obligations, not only as service to adult students but in practical terms of student turnover, costs and savings, and other objective data that are convincing to trustees and boards of education—and to the taxpayer. With the staff there must be worked out detailed plans of operation, educational benefits, and specific student and developmental rewards that must be made real and vital in the minds of each member.

2. The degree of the principal's personal interest and study on counseling determines to a large extent just how far the program will develop. Not only must he be familiar with professional literature on guidance but he must do research on and give consideration to practical problems, such as courses to be offered in a balanced curriculum, evaluation of services extending beyond the classroom, long-term goals, the nature of in-service training, and many other areas of educational leadership.

3. Administration includes those responsibilities having to do with the organization and financing of the program, selection and assignment of personnel, provision for facilities with which to work, and setting in operation the services offered. Coordination and supervision involve determining policies, estimating results to be expected, meeting with committees, conferring with and visiting teachers, and observing the program in action. Particularly important in the type of organization which we advocate—involving the whole school staff—is the coordination of all counseling activities.

4. The principal has many counseling responsibilities. For example, there are urgent and special cases among students who are brought in by teachers or the counselor—or who come directly to him. There are cases beyond the resources of the school, to be checked as to referral to outside agencies or specialists. There are cases affecting fundamental school policies that require the approval of the principal as to interpretation or final decision and disposal. There are broad counseling and preliminary orientation for the staff, for new members, even for groups of students—covering, perhaps, the general program of the institution, its services, and its policies. There are many cases of personal counseling with individual members of the staff—often sought by them, and often made necessary as situations arise or conditions change. The principal, himself, is a counselor.

## THE OFFICE STAFF

In the opening chapter it was noted that many adult students go no further than to the general office for advice, and that they sometimes exchange only a remark or two with the secretary there to obtain school information. They tend to accept replies from her as final and authoritative. They get their first, and sometimes their last, impression from the office.

In the selection of clerical help, therefore, attention should be given to those personal qualities that have to do with meeting the public, as well as to stenographic and office skills. If there is more than one secretary in the office, the best one—that is, the most experienced and able of them—should be given the assignment of handling those adults who come in for information. This suggestion applies with equal force to the telephone as a counseling channel. This service should not be relegated to some clerk who is not busy with “more important” work, but should be given into the hands of the best one in the office, because over the telephone lines flow most of the preliminary and wider contacts of the school, calls that require the utmost tact and a thorough knowledge of school services and policies.

The secretary should be given adequate and continuous orientation and background so that she may have a complete picture of the school, its services, its staff, and its policies. It is helpful to give her some recognition as a member of the counseling staff who has a special sphere and, in so doing, make clear the very definite limitations of her service in this direction. *We cannot over-emphasize the importance and usefulness of the secretary in giving information, nor the harm that she can do in trying to give counsel to adult students, who are prone to ask advice as to courses and long-term plans.* The truly adequate secretary is one who is quick to understand this distinction and is alert to suggest or arrange for a conference with the counselor or the principal when the inquiry passes beyond information to guidance.

## THE LIBRARIAN

No matter how small the adult-education program or the evening school, we insist that there should be a library and librarian.

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Some way should be worked out to provide this service and the person to direct it. There may be available a well-trained and certificated, regularly employed librarian on a full or a part-time basis; or there may be some teacher with experience and background who, in addition to her regular teaching, can be assigned to this work on certain evenings or during a part of those evenings. It is not uncommon for an English teacher to carry this extra responsibility. Often the counselor or the principal or the secretary has helped in taking care of books and reading materials. In other instances, several interested teachers have banded together as a library committee, to provide such service.

Housing the library is not an insurmountable obstacle. Often a space in the adult-education office, near the counselor or the secretary, is used for this purpose. A convenient arrangement is to have an annex or a room adjoining the office. Regardless of the size of the school, some sort of library especially for adult education should be provided.

### *Services That Contribute to Counseling*

The librarian can make an important contribution to the counseling service of the school in many ways. First among these is the usual professional assistance to students and teachers in reference work, in locating materials, and in the cataloguing and care of pamphlets and other printed literature having counseling value.

A short unit known as the How to Use the Library course is especially helpful for adult students who have been away from school and reference material for years. This unit may be repeated each term, and teachers will suggest students who would profit by the instruction. As a minimum, it can be in the form of a demonstration held two or three times each year, with mimeographed suggestions reviewed and given to students. Often a teacher will take a class in for such a demonstration.

The development of a special shelf or library of guidance materials is very worth while. Teachers and students may contribute to the collection of materials, catalogues, handbooks, and the like, which make up such a library; because the wider the cooperation in its development, the wider will be its use. The suggestion is



offered, however, that there be a minimum of "red tape" in the use of the material and that the location of the collection be easily accessible to all. Often an additional collection of professional guidance books and materials is developed by the faculty or the principal. To have one located in the principal's office is convenient, and he can readily refer to some item in it informally in conversation with a member of the staff. Brief mention or a short review of a new addition can be made at staff meetings.

Counseling exhibits and displays have been prepared by the librarian. For example, each fall, a "higher education" exhibit of college bulletins and catalogues of interest to students preparing themselves for further study can be set up. For the staff, early in the spring, an exhibit of college and university summer-session schedules and catalogues is welcome. A simple easel in the hall, with perhaps a book cover and a review of a new and challenging volume attracts students.

Cooperation with the local public library is rich in counseling value, and the help received from this source multiplies many times the service that can be given by the school librarian. Extension of the *How to Use the Library* unit to include the use of a public library, one that is open to the general public, is valuable because, long after the adult student has left the school, he should continue to enjoy the resources and assistance of this community institution. Book reviews given in the school or publicized at the school by members of the public-library staff may include those dealing with guidance material. Reading lists of guidance books have been worked out by the public library, often with special reference to special fields or in connection with special occasions.

### *Library Committee*

Regardless of the size of the school or the adult-education program, whether or not a trained librarian is employed, we suggest the formation of a faculty library committee. Acting as an advisory group, it will help keep the library service close to the instructional and counseling program of the school. The committee will contribute assistance and advice in the development of an adult-education library and in the establishment of special shelves of guidance materials; it will make suggestions as to the



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selection of books and materials; it can uncover ways and means of financing a growing library; it can encourage reading among students; and it can enlist both faculty and student participation to the fullest extent.

### STUDENT AND LAY COUNSELORS

Again and again in this volume we mention the help of students. Such men and women bring to the adult-education program a wealth of background, experience, and good judgment that can be used in every activity and service that the school has to offer. This is no less true in the field of guidance, where adult students have helped during the enrollment period in orienting other students (see Chap. 3), acting as hosts or guides, assisting the counselor in routine office tasks, helping new students fill out forms, interpreting school bulletins, and organizing assemblies and new-student programs, besides making many other contributions to the counseling program.

Chapter 3 reviews the possibilities of using lay counselors drawn from among men and women of the community.

### CUSTODIAL STAFF

Comment should be made as to the janitorial personnel of the school or the adult-education institution because we have insisted that *all* persons connected with the school in any way touch the counseling program. Cleaning may be done at times when the building is closed, supplies and services may be given when no one is around, and it may appear that this personnel in no way contacts students. However, we know that recognition and attention is being given the public-school custodian as a useful and important member of the staff, who, though limited to maintenance of the plant, nevertheless, makes his contribution to all the services of the school. Some time spent in explaining the program, in showing him what areas are included and who the "key" staff members are will be reflected in more intelligent cooperation on his part. If nothing more is done than to leave with him an impression as to the complexity of the educational program and its problems, he will be more likely to realize his place in the organization, the usefulness as well as the limits of his work.

## CONCLUSIONS

The comments just made as to the custodial staff illustrate our point that in a guidance program no one should be ignored. As social beings, men and women meet with each other and exchange ideas and suggestions. In and around schools, such conversations naturally turn to educational plans and ambitions. They may make helpful contributions to student thinking, or they may be mistaken and harmful. Much will depend upon the extent to which we prepare and enlist this assistance and organize these resources along positive lines.

## *Chapter 3* ORIENTING

### ADULT STUDENTS

THE process of bringing an adult into an organized educational program, whether it be in a public school or under the direction of a social agency, has important guidance possibilities. It is essentially that of orientation—an acquaintance or reacquaintance with the school program, the courses, their aims and objectives, the activities of the classes, what is to be expected of the participants, and the like. In its more narrow limits, the orientation process is that of registering and enrolling the individual in some particular part of the program.

Among adults there is especial need for orientation because of the varying lapse of time since they last applied themselves to study and classes. Ideas of what is expected of them or what they may accomplish in the time they have available for self-improvement may have to be changed. Profitable habits of study, often long forgotten, must be encouraged. Because of the great turnover among adult students the orientation process must be continuous to fit the needs of this relatively transient student population. A planned orientation program at the start of the term or school year will reach, perhaps, the majority of the students; however, provisions must be made to give this service to late, single enrollees. In view of the exigencies of the normal adult's home and business activities and the limited time he has to spend in classes, the orientation must be brief and concise.

For an adult entering upon an educational program, there are two values, at least, in being well oriented: (1) his chances of success in whatever he undertakes are greater; (2) an underlying

psychological factor of feeling that he belongs is engendered. For the school, two practical results follow: better attendance on the part of those whose courses have been well planned is noted, and fewer students withdraw from them.

## *Scope of Orientation Program*

To appreciate the worth and value of the orientation emphasis in registering and enrolling adults, a brief review of the activities commonly associated with orientation may be made. The first has to do with getting an over-all picture of the school or organization, the general program, and its services. This is necessary in order to understand and appreciate the values to be derived from the school's or the institution's program and in order to avoid an arbitrary or superficial choice of courses or activities. As a second step, orientation should offer a review and examination of such details as the actual schedule of classes, the nature and content of those of interest to the adult, the instructors' backgrounds and major emphases, and practical items of time and place of each course, geography of the school plant, and the like. Consideration should be given to factors affecting choice of subjects or activities, such as ability and background, time available, interests, and the ultimate goal that the student has in mind.

Adults may also need some suggestions as to relationships with fellow students, with the organized student body, and other out-of-class activities. This may extend to personal assistance in such matters as how to study, how to understand assignments, how to work on one's own time, and how to schedule and plan study time. The student will need to know important rules and regulations of the school; scholastic standards; prerequisites for individual courses; and requirements for certificates, diplomas, and advanced study.

## *Problems Concerned with Enrollment*

It would be futile to attempt to catalogue here every type of problem concerned with the enrollment of adults in every sort of educational program and institution. Those given below are merely illustrations of some of the more common types. It is hoped that they will emphasize the importance of giving adequate study



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to the whole process of registration and enrollment, especially as it contributes to orientation and guidance of adult students. It is suggested that each school or organization can well afford to list and study those most frequently met in its particular situation.

The greatest problems are those that stem from the heterogeneity of adult students. In differences in educational background, for example, there will be found in the same class or group adults ranging from very meager schooling to college graduation, wide reading, or intellectual activity. There are problems that are due to lapse in school attendance. Some youthful adults may be fresh from high school or college; others may have continued various studies in their own way for years (and may have developed some peculiar patterns or notions as to such activity), while for many adults there may have been a lapse of ten, fifteen, or twenty years since they engaged in any kind of organized program of educational improvement. The great span in ages and the variety of interests offer challenging problems to those responsible for guidance and advice as to enrollment in various educational activities. This need not be dwelt on at any length, but within a single class, the age range may include a span of thirty or forty years or more, while the diversity of interests may be represented by the number of individuals in the group.

Objectives and needs are equally wide. There are those adults who know what they want; who often state quite positively exactly what they have in mind; who review and analyze with seeming verity their backgrounds, weaknesses, plans for correcting these weaknesses; and who, with assurance and often insistence, embark upon a very ambitious program. On the other hand, many adults are utterly confused and pitifully vague as to what they have in mind; they feel that they should do "something," and underneath this feeling may be a situation or problem quite unrelated to anything that the school can hope to offer or correct. Many difficulties arise among adults when their interests and desires conflict with obvious inadequacies in ability and background. There is another group of adults whose interest span seems too brief, who drop out almost immediately or change from group to group, but who cannot be dismissed as mere "floaters."

The congestion during opening nights of a school term presents

many of the most difficult problems of trying to offer guidance during enrollment. It is our opinion that a large majority of the so-called "floaters" mentioned above are the result of inadequate individual attention during this period.

Adults who enroll singly after courses have been well under way may reach large numbers before the year is over. The problems of fitting them into courses already started or of finding useful substitute courses or activities or of attempting to develop new groups are numerous and difficult. Those who drop out because of circumstances over which they have no control, but who return at the earliest moment present questions and obligations both for the office and for the instructor.

In the average educational institution, inadequacies of staff and facilities make most enrollment and counseling problems the more pressing. It seems impossible to arrive at a realization of the importance of allowing adequate time and effort for enrollment; educators cannot actually *see* the social loss and waste resulting from improper orientation; most of them are satisfied if the classes appear large at the start and "expect them to taper off" as the term advances. There is need for more trained personnel to be assigned as counselors during the enrollment period and need for facilities to make their work effective, yet in most cases the budget is not sufficient to provide all this.

## *Methods of Enrolling*

It is the purpose of this section to review certain common methods of enrolling adults and to attempt to analyze their relative values in orienting individuals during the congestion and rush of the enrollment period.

1. *Registering in the Office.* The office commonly serves as the center for the registration and enrollment activities. Here, at the entrance of the school or institution, the executive and his office staff can organize and arrange the procedure in a streamlined and efficient manner. As was indicated in Chap. 2, the secretary can handle the bulk of the informational service for prospective students. Simple signs, directions, and illustrative material that aid the adult to a limited extent in his selection of courses or acquaintance with possibilities and services available can be

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prepared and displayed in the hall and the office. Even with the most limited staff and facilities, real orientation and counseling can be carried on. Assuming that the institution has only a principal and a clerk available during this period, some study and organization will greatly extend their possibilities of service. The clerk can add needed specific directions, answer questions, and handle those who might take too much time on trivial matters, and route to the principal those needing advice and counsel as to their plans.

For the first week or two, a schedule of rapid interviews with the principal may be set up by the clerk for those students needing special attention. The teachers should be alert to students enrolled with them who should confer with the principal as to their plans and ambitions. A faculty conference just before the opening of the term may be devoted to organizing the enrollment and orientation procedure. Frequent short faculty meetings can be held to check cases, discuss problems, and keep the organization functioning effectively. There is no need to feel thwarted because of limitations of office help and assistants, when the full use of those at hand will provide, through study and organization, considerable aid to the adult students.

2. *Use of Augmented Registrar Staff.* With little or no added cost, the organization outlined above can be broadened and made much more effective through the use of an augmented registrar staff during the enrollment period. For example, if one or two experienced and interested adult students, who might volunteer, can be counted on to help, an information table may be set up in the hall or near the office door, bulletins and schedules distributed there, and much in the way of general directions taken care of, thereby relieving the congestion within the office and freeing the principal and the clerk for those needing more individual attention.

3. *Registering in the Classrooms.* To be effective, registering in the classrooms should represent a different approach to the orientation and counseling of adult students from that of handling this through the office. During the rush of the enrolling period, however, the office acts as a clearing house and information center, while the personal and individual contacts for the large numbers pouring in are spread among the entire staff of the school. In



operation, any or all of the suggestions made in the preceding sections may be used—information desk and posters in the hall and the office, augmented registrar staff, and the like; but the signs, bulletins, and schedules indicate that actual registration is carried on by the instructors in their respective classrooms. Classes may be so scheduled that there is some time before and after each one and at a midevening “recess” for personal consultation with students.

The principal and the general counselor, if there is one, are freed from the multitude of minor questions and can devote their time to special and long-term cases. The instructional staff can discover such cases as they come into the more intimate contact of the classroom. Not only does this mean that during the rush of enrollment the services of the entire school are devoted to the entering students, instead of to just one or two in the office, and that congestion in the office and the hall is reduced, but it means that all members of the staff are alert and attentive to student problems on a broader scale and with greater understanding than would be the case if their attention were confined to their subjects only.

To summarize, there are four advantages in handling the registration and orientation of students through teachers in the classrooms:

- a.* There is greater opportunity for personal attention to each individual student.
- b.* More complete data can be secured about each student, as the teachers help in filling out registration forms, etc.
- c.* Opportunity is provided for the student to visit and visualize the actual class in which he is about to enroll.
- d.* Congestions and delays in the office are relieved, and attendant losses are reduced.

As is quite obvious, however, such a program requires that proper background and professional spirit must be built up in the faculty. It is necessary that careful planning be done and that there be meetings and faculty discussions about counseling techniques, about the school program, and about requirements and rules. All faculty members need a thorough knowledge of what the institution is trying to do, and must appreciate the long-term values in cooperative effort. Incidentally, such knowledge and



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attitudes are very effective in the success of the school as an educational institution. The principal cannot hope to accomplish all this in a single term; it means years of patient and persistent leadership.

### *Preenrollment*

Preenrollment, or a preregistration period, refers to opening the school building or office a week early, primarily for the purpose of serving former adult students who have embarked previously on long-term educational programs—for example, those working toward diplomas—to allow for personal conferences, so that plans may be completed for starting on the opening day of the regular term. Also, it provides an opportunity for other adults who have special problems or who would like to come in and talk things over as they plan their self-improvement programs for the year.

Former students may be contacted and invited in through the use of postal cards or telephone calls. Some newspaper publicity designed to reach those with special problems may be used.

While preenrollment may be handled by the principal and the counselor, other auxiliary help, as was mentioned above, may be used when it is available and as it may be found desirable.

There is another advantage in having the office or the building open, in that the faculty or the school staff, if they are free, may be oriented also at this time. In a preopening conference, such items as familiarizing them with the school plant; acquainting them one with another; reviewing the program, procedures, requirements, and materials available; and discussing problems may be handled.

### *Opening Assembly*

One of the most useful procedures in reaching large numbers of adult students is an assembly on the opening night of the term. While this assembly may be conducted by the principal, it is helpful to have contributions to the program from others, such as the counselor, special teachers, and student leaders, in order to enliven and emphasize various aspects of what the school has to offer.

An explanation of the general nature of the school or the institution may be made; the routine of registering and the various courses listed on the schedules, which have been distributed at the door, may be reviewed; special courses, services, and facilities of the school may be pointed out; and opportunities for specific

training, earning diplomas, certificates, and degrees may be described. The counseling system of the school may be explained, and an invitation to arrange for individual conferences with teachers and office staff proffered. If the school is not too large, it is not uncommon to have the faculty on the stage and to introduce them by name and by subject field. Office staff, librarian, those giving other services, and student leaders should not be overlooked.

## *Orientation Classes*

During the first week or two of the term, or even for short periods throughout the year as the need arises, orientation classes or groups may be organized for adults who wish to become better acquainted with their own abilities and their real interests and needs, as well as to understand some of the difficulties that seem to beset them. The use of certain selected standardized tests, personal inventories, and other objective devices is helpful in dealing with these groups, which should be small and provide as much individual attention as possible. In general, they should run for very short periods. It is important that discernible results along positive and optimistic lines should be accomplished for the students. The principal, the counselor, or some capable and interested teacher can handle them.

## *Planned Visiting*

Another procedure that is found useful in our program is that of planned and informal class visiting. This is based on the theory that if adults actually sit in and observe a class, the student activities, and an instructor in action, they will be in a better position to judge if it fits their tastes and needs; then when they enroll, they are more likely to be satisfied and to continue. Often the principal or the counselor may indicate a half dozen possible classes, with the suggestion that the adult visit each and then come back and talk over his impressions.

## *Personal Interviews*

An important service in orienting adult students as they enroll is adequate provision for personal, individual interviews between student and counselor. Often the teacher is included in these interviews. Recognizing that, during the rush of the registration

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week, it is impossible to reach more than a very few students, we suggest that faculty members assist with routine and minor problems, so that the principal, the counselor, or other specialist may give adequate attention to the more urgent and difficult cases. This initial personal interview before enrolling, with attention to all the factors in the individual situation, takes time, but there is no question that the student is more settled in his program, understands better the schedule and plans upon which he is embarked, and is more likely to be successful. Its practical value—in reduction of cost and social waste—is demonstrated by greatly reduced changes and percentage of dropping out.

### *Late Enrollment and Reenrollment*

There are problems in orientation and adjustment when an adult student enters a class late. He may have learned of a course through a friend and feeling that it will be interesting or useful to him, has inquired if it is too late to enroll. Having started a course, he may have been forced to drop out for an extended period, and then wondered whether it would be all right to return or whether he had missed too much. Or for various reasons, he may want to drop a class entirely and change to one of another type or to one in a different stage of advancement; or he may choose to have a new instructor.

All these situations raise difficult problems for the counselor and the teacher in their attempt to fit the student into a group that has already covered considerable material, one in which the members have become acquainted with one another and are working together with the instructor as a somewhat homogeneous unit. How can the background missed be made up and how can the new student be adjusted to the progress of the class? How and when can necessary individual instruction be provided? How can the student be oriented so that he will feel that he has not embarked on a hopeless undertaking?

Reenrollment requires equal care and thought. It can be expedited if a check is made *immediately* on each person who is absent or who drops out. Often just a call and a word of encouragement will result in his returning at once. Certainly every effort should be made to learn the *real* cause for withdrawal. It is not

enough for just the teacher to know the reason for his dropping out; for if such data are collected in the office, they will throw light on major maladjustments that may be corrected for the whole school.

Program changes seem to offer specific opportunity for counseling and orientation, because often student or teacher will suggest that such changes are desirable. There are recognized and accepted factors that lead to changes, such as lack of background or of previous necessary training, so that classes are too advanced or too difficult. The class may be too full or too mixed or may include one or more individuals who do not "fit."

Rather often, however, some dissatisfaction will cause a student to drop a class and seek an entirely new one without offering any notice or explanation to anyone. Such cases, involving an adjustment, offer real challenges to getting at the root of the difficulties. They are very important, because they may lead to a complete change in plan or to the giving up of an ambition on the part of the adult. Men and women may have acquired strong likes and dislikes, definite outlooks and opinions; and teacher-student personalities may clash. If the differences appear to be too wide, the student may just move out.

It is difficult to lay down specific rules covering all varieties of cases in orienting students who enroll late or who drop out and return to the same or to another class, but a few general suggestions may be helpful.

1. Immediate attention should be given to those who enroll late or who withdraw.
2. The real or underlying cause should be sought.
3. Data should be collected in the office as a basis for research and improvement.
4. All cases should be handled in individual, personal conferences and counseling.
5. Class work organized in short units offers the best solution for adjustment to the course, in the cases of late entrance.

## *Enrollment Forms*

Enrollment cards or forms, in addition to supplying information for teachers and the administration, may serve as a means of



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student orientation. As the student fills out such forms, he may be unconsciously analyzing himself, his background, his plans and ambitions. In the process of putting things down on paper, some thinking along these lines is likely to occur.

Some study should be given to the items, beyond the name and address of the student, that are to be included in such forms. The selection may be determined by the use that is to be made of such data by the teacher and the office. The teacher may need to know educational background, previous study in her field or others related to it, and certain plans of the student. The office may wish information that will help in planning services for adults, in determining how well the school is reaching those whom it is designed to serve, in meeting the needs of the community, and the like. Experimentation is recommended in trying out various forms and developing one that fits the particular school; modifications should be made whenever certain data have proved insufficient or extraneous and are not employed. It is suggested that some standard size, such as 4 by 6 inches, shall be used, and that commercially rotary-cut cards be used for easy filing with standard filing equipment. These, which are almost as cheap as imperfectly

(Name of School or Institution) ENROLLMENT CARD	
Name: _____ (Mr., Mrs., or Miss Surname first)	Telephone: _____
Address: _____	Age: _____
Education: Elementary: _____	High school: _____ College: _____
Other or special schools: _____	
Purpose in enrolling: _____	
Schedule: Indicate subject, instructor, room, days, and hours: _____ _____	
Date: _____	Office check: _____

A simple form might be like that shown on page 38.

### *Bulletins, Catalogues, and Prospectuses*

In working out a bulletin showing a schedule of classes, the time and place of each, the instructor, etc., it is easy to add a line or two, in small type, as to the nature or emphasis of each course—such as

Mathematics and Science Review. . . . . Tues. and Thurs., 7:00-9:30 P.M.  
Room 157. . . . . Mr. Rhodes  
(Practical, intensive, short units in alg., geom., trig., physics)

An adjunct to the schedule of classes is the use of single-sheet mimeographed prospectuses giving details about courses. The name of the instructor, the purpose or objective of the course, for whom it is intended, and a very brief outline may be presented on a little sheet or card. A supply, in a simple rack, may be on hand in the office. Examples are given as follows:

**COLOR FOR THE HOME**

Miss Jane Doe  
Instructor

*Purpose:*

To give a thorough knowledge of color and color harmony. To develop an appreciation of the use of color in the home and in everyday life.

*For Whom Intended:*

Anyone desiring the ability to appreciate and handle color in an accurate way. Those interested in the application of color for the home.

*Course:*

I. Color theory and harmony. II. The house itself. III. The furnishings. IV. Accessories for the home.

**PUBLIC SPEECH**

Mr. John Doe  
Instructor

*Purpose:*

The primary object of this course is to cultivate ease and poise in standing before an audience and to gain the ability to organize and deliver material.

*For Whom Intended:*

Those who desire to speak more effectively. Open to persons with little training or practical experience in speaking who find it necessary to do some speaking before clubs, labor unions, lodges, and the like.

*Course:* The course is largely a matter of constant speaking before class, with considerable criticism and discussion of delivery and organization of material.

The instructor will find an effective orientation device in a single-page mimeographed outline of his course, which may be distributed and discussed with the students at the first session of a class. This permits a general overview of the course, its nature, activities, objectives, etc. Examples are shown on pages 41 and 42.

Handbooks, bulletins, and catalogues are effective in orientation and counseling if they are produced in inexpensive form and in quantity. We have found that a simple one of four pages, made by folding over a single 8½- by 11-inch sheet, is sufficient. It has the advantage of being easily and inexpensively produced and quickly modified. These can be addressed to different phases of the program, such as "How to Become a Citizen," "High-school Education for Adults," and the like. The principal, counselor, or

teacher may hand a copy to the student before him and, in a few minutes, run over important points, procedures, and items that concern his particular case or interest. The need of a more complete school or institutional catalogue containing full information is not overlooked, but these single-sheet copies can be placed in the hands of hundreds of students at low cost.

## *Posters and Displays*

Posters and other display material have a place in orienting new students. There are, of course, the usual signs to be found in any public building indicating certain services, directing the public to various rooms, offices, or desks. Certain of these are necessary. However, our emphasis is on the use of simple, quickly prepared signs and posters, which can be changed frequently. They should be lively and challenging, calling attention to services in new ways. They may be as simple as "Would You Like a *Book Review Series?* If Interested, Let us Know in the Office," and can be worked out in a few minutes with crayon or poster paint.

## SAN DIEGO EVENING JR. COLLEGE

Fall Term 1944

### INTRODUCTION TO PSYCHOLOGY

Tuesdays and Thursdays 7:00 to 9:30 P.M.

This is a basic course in the field of providing an understanding of the underlying principles and facts concerning personality.

These principles will be applied to such significant problems as (1) Marriage adjustment, (2) Vocational adjustment, (3) Personality adjustment, (4) Participation in social activities, and the like.

The student will be given opportunity to take numerous tests, which measure, to some extent, his vocational interests and personality adjustment.

Three units of junior college credit.

Volney E. Faw  
Instructor



SAN DIEGO CITY SCHOOLS  
DEPARTMENT OF ADULT EDUCATION

1945-1946

EDUCATIONAL REVIEW

Why educational review?

Perhaps you have never completed an elementary education and find that you need to know the fundamentals of arithmetic, grammar, reading, and geography to take your place among other men and women.

Perhaps you have completed high school or college but find that you need to review some one or more of these *tool* subjects for your work or for your own personal satisfaction.

Perhaps you are going to be required to take some examination based upon skill and speed in these foundation fields.

The educational review classes are set up to serve adults in

1. A review of the fundamentals of arithmetic, grammar, spelling, history, civics, geography, penmanship, literature, etc., for those who have completed high school or even college, but who wish a new view of these subjects.

2. Providing an opportunity for those who do not have a common school education to secure a diploma.

3. A short intensive general review of the fundamentals for those preparing to take civil service or promotional examinations. Emphasis is placed on new-type tests.

Classes at the Hoover, Kearny, Memorial, and San Diego  
Evening Schools

One of the best posters used during the enrollment period for sampling student desires has been built around a small "Request for Classes" form, such as shown on page 43.

Other samples that have made it possible to know what students desire and are thinking about are "Have you any suggestions for the new term, which opens February 1?" and "Shall we offer more foreign languages? What ones do you suggest?"

By using some school form, leaflet, or bulletin pasted on cardboard, to which a line or two is added, a challenging poster bringing in student reactions can be made. Experience or training in poster art is not needed in using this very effective device. Colored crayons; three or four jars of poster paint and a few brushes; India ink and a few sizes of lettering pens; and any sort of large sheets

WE WOULD LIKE TO KNOW IF THERE ARE  
ANY OTHER CLASSES YOU WANT

Let us know your wishes  
by  
filling out one of these little cards  
and leaving it  
at the office

SAN DIEGO CITY SCHOOLS <b>REQUEST FOR CLASSES</b>			Form A-8
ADULT CLASSES	Date _____		
Subject _____			
Notes _____ _____			
Student's Name _____			
Address _____			Telephone _____
Occupation _____ _____			
NOTE: STUDENT FILE THIS IN OFFICE OF ADULT DAY AND EVENING CLASSES.			

of paper, poster board, or ordinary cardboard are the only equipment required. A little practice in lettering and layout will develop the skill needed. A simple sign that is neat, legible, and meaningful is all that is necessary. An attractive and appropriate picture cut from a magazine and pasted on the poster will attract attention and emphasize the thought or message. One or two simply constructed "easels" on which posters may be displayed may be placed in the hall or beside the door.

Dorothy Rowden<sup>1</sup> makes a few suggestions that are helpful:

The fewest possible words consistent with clarity should be used for copy.

<sup>1</sup> ROWDEN, DOROTHY, *Publicity for Adult Education*, pp. 14, 15, New York University, New York, 1937.

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The lettering should be legible and large enough to be read easily at some distance.

The pictorial material should be well drawn or well reproduced, of a size to be seen without effort.

Color should be used for emphasis and to attract attention, but care should be exercised . . . to avoid glaring, hard-to-read shades.

### *Samples and Exchanges*

Our school has found it profitable to develop a collection of samples from past years and of materials exchanged with other institutions—forms, leaflets, and notes—to which we can refer from time to time. Such a collection is very easy to build, and, as a source of new ideas, is well worth the effort.

### *Enrollment Personnel*

Preparation for the opening of the school term and the enrolling of adult students should include a marshalling of all those who will be available to handle incoming students. The small school will have several sources from which to draw: There is the principal or administrative head of the institution, there are counselors or registrars, there is the teaching staff and adult students, and there are laymen from the community who will be glad to help. For smooth teamwork, it is essential that the duties of each be outlined carefully and that they perfect their organization in one or more preliminary meetings.

The principal's duties on opening nights may be well defined; but they must be of an over-all character, so that he will have the situation under control and operating efficiently. He cannot afford to get tied up in his office with lengthy individual conferences, but should circulate around the entire plant, giving information and answering the questions of teachers and students, checking rooms and facilities, noting the condition of classes, acting as a host and guide, and taking care of emergencies that may arise. He should not be gone from the office for very long periods, however, and the secretary should be able to reach him on a moment's notice at all times. If an assembly is held, he may act as chairman. If orientation groups are formed, he may assist or observe these, to learn more intimately some of the problems facing new students.

If the institution employs a counselor, her particular usefulness is in working out the general plan of the orientation and enrolling program. She will coordinate the activities of all those who plan to participate in it, assist in the general assembly, arrange for or conduct the special orientation groups, and, of course, provide individual personal counseling for students.

At no great additional cost, and well worth the expense involved, is the employment of an augmented staff of counselor-registrars during opening week. A few carefully chosen faculty members, selected from the major fields—such as academic, commercial, cultural, homemaking, industrial, languages, mathematics, and science—who are free certain evenings, can be used. As specialists in their own fields, they are most helpful in giving correct information on specific classes and courses. We have opened an adjoining office or classroom for this purpose with considerable success. Simple placards can be set up directing prospective students to members of this group. Obviously, more than routine help is desired, and a general background on the whole program and all classes is necessary for such professional service.

In every school or educational institution there are adult students of long standing who have good general education or background in commercial, scientific, or technical lines, and who have the personal qualities and interest to give valuable assistance during registration. Such experienced students can be used to augment the professional staff. The principal or the counselor may invite a small, select group and give them preliminary coaching. They need to know quite definitely the area in which they serve, the limitations of their assistance, and the point at which and the persons to whom special questions or cases should be referred. Wearing some sort of lapel "Information" badge, they may be stationed in the halls and the office, to act as guides, assist in filling out registration forms, escort newcomers to classrooms and other points, answer routine questions, and handle other items incidental to preliminary enrollment. If the school has a handbook or a bulletin, they may review this with new students, point out special services or extraclassroom opportunities, and make introductions. Student officers and committee chairman may participate in the opening assembly.



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### *Lay Counselors*

The use of adults as "lay" counselors to assist in enrollment may extend out into the community. Volunteers have been secured among public-spirited, representative, and successful men and women from all walks of life who are willing to give some of their time in the office of the school, at assemblies, or in personal conferences. Students like to talk with such persons, because they feel that they are getting a practical view on educational problems; and, of course, the public-relations value of such contacts for the school is inestimable. San Jose, California, Department of Adult Education has developed the use of lay counselors to a high degree in a very interesting way through the cooperation of a Community Committee on Registration and Counseling, composed of twenty-seven experienced and educated women of that community.

### *Conclusion*

Enrollment is not merely the act of adding names and addresses to a register: it is the process of bringing men and women into an appreciation of the opportunities for self-improvement that are available in the institution or the school. This, in turn, means not merely presenting them with alphabetical lists of subjects from which to choose, but involves as much personal study and attention to each individual as the congestion and rush of this period will allow. Through signs, leaflets, and visual materials, the use of the entire school staff, organization, and planning, the orientation load can be spread to such a degree that every incoming student will feel that some personal, friendly help is being extended to him. He will soon feel comfortable and at home in the school, he will know better what he is taking, he will be better adjusted all round, and his attendance will be stronger and more consistent.

## Chapter 4 INTERVIEWING

### ADULT STUDENTS

THE heart of the counseling program is the personal talk between the counselor and the individual student. Here all the factors in the situation are reviewed and weighed, and some sort of plan of action is worked out. With adults this is essentially a cooperative undertaking, a mutual consideration of possibilities, and a choice and determination on the part of the man or woman student to carry out the plan and accomplish the goal agreed upon.

It is not difficult to present a theoretical discussion of a program in which there would be a personal chat with each individual student enrolled, but there are practical considerations that limit this in the actual situation of the evening school. In the first place, interviews take a lot of time. No matter how well planned they may be, only four or five can be taken care of adequately in an evening, and with an enrollment of any size, this would reach only a fraction of the students in the school. Furthermore, in the average evening school each member of the staff has many other obligations that must receive attention and, therefore, cannot devote himself to talking with students. Some help in the solution of this problem lies in analyzing and refining the process of the counseling interview itself so that it may be suitable for adult students and may be handled effectively by the teaching staff of the school, as well as by the principal or the counselor, if one is available.

#### *Objectives of the Counseling Interview*

Reduced to the simplest terms, an interview gives the student an opportunity to talk things over. He may have been thinking

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about his situation, he may have ideas and plans more or less clearly in mind, he may feel that now is the time to do something; but until he can sit down and talk it over with another person, he feels that he has not yet made a start. There is another factor, psychological in character, that develops within the student as a result of having a talk with a member of the official staff of the school—that is, one who has professional training, institutional connections, educational experience and background, and, of course, one who is genuinely interested and encouraging. There is a feeling that a pact has been entered upon and that there is now an agreement between them to set out upon a new path, a new venture—action.

Again, it is suggested that certain basic assumptions may be helpful in a consideration of the objectives of the counseling interview.

1. "Counseling," per se, is a setting up of goals looking toward changes and improvements.
2. In the evening school, usually such goals are educational in nature, involving credits, diplomas, further education, and training.
3. Most such plans are objective and wholesome and healthy in character, not limited to neurotic and maladjusted "cases."
4. As we tend to keep the plans objective, that much more are they likely to be successful.
5. There is definite therapy in positive plans, in action, in a feeling of accomplishment.

It is the opinion of the authors that, regardless of type or classification, the fundamental objective of any interview is, simply stated, threefold:

1. To develop a plan that leads somewhere—toward a goal
2. To strengthen the motive to carry out this plan, to develop a feeling that it is necessary and worth while
3. To initiate action during the interview

### *Planning for the Interview*

In no phase of counseling is it more true that preparation pays dividends than in planning ahead for the personal conference with the adult student. Every authority verifies this fact, and experience indicates the importance of taking a little time in preparing for

the interview, yet this is easily overlooked and there is a tendency to trust to luck; in the hope that the interview will work itself out after the student arrives. Careful planning is particularly essential for the type of cooperative counseling interview recommended by the authors, because of the danger of wandering from the purpose of the discussion and failing to reach some definite conclusions. Below are offered four suggestions to guide the counselor in this planning.

1. Determine the purpose of the interview. Ask yourself just what do you want to accomplish at this particular meeting, keeping in mind previous interviews and agreements, all factors in the situation, and possibilities for the future.

Jot down a few notes as to the objective, besides outlining very briefly a few main points. Remember, however, that all plans should be flexible and subject to change as the interview develops.

2. Study the material on the student. Run through or "brief" all the material concerning him. Build up a little background in your mind, get a picture of him and the problem facing him, especially from *his* viewpoint. A few moments spent on this will save time during the interview, and will prevent the distraction of having to hunt through papers for missing items. You may arrange the papers in his folder so that they are in order and agree with the outlined plan of the interview.

3. Consider the physical setting in planning the interview. Each interview has its individual characteristics and, even though slight, they may be important. There are certain fundamentals in the physical setting. The counselor's office should be attractive and cheerful and should be separated from the general office, in order to ensure quiet and privacy. In addition, certain arrangements may be made to suit the convenience of the person being interviewed. A pencil and some note paper or other items of equipment may be arranged for the use of the student. Any little personal attention will be appreciated by the man or woman coming in with a problem.

A face-to-face position across the desk is recommended by experienced counselors; however, in practice with adult students there is a nice point of psychology in being seated side by side or adjacent, so that both can work together on the material of the



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conference. These papers, at least the ones on the desk arranged for the interview, are the "property" of both. Both counselor and student are interested in the material, both enjoy a common interest, and both have the same goal in mind. They are working together—not on opposite sides.

4. Schedule the interview. Obviously interviews should be definitely scheduled, and the school counselor should be ready and on time. There are advantages, however, in the *manner* in which the conference date is made when dealing with adults. Instead of being in a printed form or formal note setting the time and place, the invitation—whether written, oral, or via the secretary—may be couched in friendly, informal terms. Mention may be made of the particular problem to be taken up at the conference and of what is hoped to be accomplished. For example:

How would you like to see me Tuesday at 8 P.M., when we can talk over your idea as to library training? Let's see if we can work out a plan so that you can take their examination. Enclosed is a leaflet explaining their requirements. Don't you think that you can complete most of the prerequisites here?

The essential point to remember in planning for any interview with adults is that it will be cooperative. It is not the counselor's interview, but the student's. It is sought by both, so that together they can work out some solution to the student's problem in a spirit of friendly and mutual confidence.

### *Procedure of the Interview*

No attempt is made here to present a formal outline of a procedure for the counseling interview because, as was indicated above, each conference has its own pattern and is subject to individual variation. There are, however, certain suggestions that might be made.

1. *Opening the Interview.* The initial greeting and general attitude of the counselor may affect the whole atmosphere and success of the interview. If there is time, the counselor may come to the outer office, meeting the student with a friendly, courteous hand-clasp, calling him by name, and escorting him into the counselor's own office. A real interest in the particular student will be reflected in the sincerity and genuineness of the counselor's greeting.

The attitude of the counselor should indicate that he has respect for the serious aspects of the student's situation.<sup>1</sup> In the opinion of the adult student, this is no child's problem, but a mature and important affair. It is worthy of their undivided attention, and upon the outcome of their deliberations may hinge a whole new program for the man or the woman involved.

It may be disastrous to attack the problem at once or even during the initial interview. A few minutes spent in discussing casual topics will give the student a chance to relax and feel at home.

An optimistic atmosphere should prevail throughout the interview, which should be forward looking and positive in all its most hopeful aspects. Things are being accomplished; the outlook is good.

Rapport—that is, harmony and sympathetic relationship between the student and the counselor—is mentioned by all those experienced in guidance as the first essential in getting the interview under way. Dr. Carl Rogers states that “warmth and responsiveness on the part of the counselor” is what makes rapport possible.<sup>2</sup> James Bender believes that “Rapport is essentially a state of reciprocal confidence and respect or even admiration on the part of the interviewer and interviewee.”<sup>3</sup> There need be no pretense, because a genuine interest in and some study of the individual student should reveal many honest and admirable qualities. In the opinion of Williamson and Darley, preparation ahead, as discussed above, is of “inestimable service in the establishment of rapport.”<sup>4</sup>

Usually rapport is considered as being a positive and amicable force; however, it sometimes develops in a negative form. Frequently an angry or resentful student, reacting perhaps to a quite unrelated maladjustment, may express his opinions and desires

<sup>1</sup> Norman Fenton, on p. 16 of *The Counselor's Interview with the Student*, Stanford University Press, 1943, states that “Nothing contributes so much to dislike or indifference . . . as the feeling that they [the students] are being treated en masse and with a sort of bureaucratic indifference toward them as individuals.”

<sup>2</sup> ROGERS, CARL R., *Counseling and Psychotherapy*, p. 87, Houghton Mifflin Company, Boston, 1942.

<sup>3</sup> BENDER, JAMES F., “How's Your Interviewing Technique?” *Occupations*, vol. XXII, no. 5, p. 300, February, 1944.

<sup>4</sup> WILLIAMSON, E. G., and J. G. DARLEY, *Student Personnel Work*, p. 118, McGraw-Hill Book Company, Inc., New York, 1937.

more honestly than the amiable one who is anxious to please the counselor, give all the "right" answers, or curry favor. The presence of hostility during an interview may stimulate, as nothing else would, some students to action. However, in such cases of negative rapport the counselor must possess considerable skill. Care must be taken not to alienate the student through refusal to respect his grievances; yet it may be necessary to uphold the action that has caused resentment. Particularly in adult education, it is not uncommon for negative rapport, if it is handled properly, to result in mutual respect and admiration between counselor and student.

Although the counselor may have a heavy schedule and not much time to devote to any one student, haste or impatience must not be displayed nor the move to close the interview obvious. Courtesy and good manners require that the student receive the counselor's complete attention and be not allowed to feel that anything else claims consideration while he is in the office.

2. *Statement of the Problem.* As soon as the interview is well started, the first job is to identify the problem. "Problem" is not used here in a negative sense, but refers to the fundamental issue, the goal, or the task facing the student. As a procedure with adult students, at least four distinct steps seem necessary.

a. Let the student "tell his story." Let him do most of the talking, and let him do it first. An important function of a counselor is to be a good listener. Therapeutic value lies in just being able to talk to someone and have him listen attentively. This part of the interview should be handled quite informally—not in a question and answer manner. Constant interruptions, insistence upon details, the questioning of apparent discrepancies serve only to distract and confuse the student, destroying the rapport so carefully established. Letting the student tell his story, rather than depending upon information set forth on a questionnaire or brief answers to pointed questions, presents a picture that is subjective from the student's side. This subjective coloring may be highly enlightening as to the student's personality and the real root of the stated problem. The important factor is *what the individual believes* to be the facts.

b. Review all the facts. There are three reasons for doing so: (1) to be sure that *all* the facts are at hand and that none are over-

looked; (2) to distinguish between the relevant and the irrelevant; (3) perhaps the main reason for reviewing the facts, to isolate and bring into focus those that are really significant. A technique is to list these, especially the assets, or positive ones; and if any are to be recorded for the benefit of the student, these should be given prominence.

c. State the problem. Until the problem, the goal, or the task is put in the form of a statement, the interview—in fact, the whole counseling procedure—has not reached a focal point. There may be an immediate problem, an apparent problem, or one that seems very pressing; but with adults there should be no hesitancy on the part of the counselor in seeking the real, the long-term, adjustment and bringing it out as the final goal. Again, the statement should be made in adult terms, a mature goal encompassing the larger aspects, and made by the student in his own words, with the assistance of the counselor, if necessary.

d. Be sure that the *student* accepts the problem. Experience indicates that here frequently we fall short because we interpret glib repetition of our statement as acceptance on the part of the student, especially of the more fundamental issues at stake. True and full acceptance, the kind that leads to action, involves understanding and appreciation not only of benefits to be gained, but of obligations incurred.

3. *Consideration of Possibilities.* It is at this point that the various alternatives should be discussed, analyzed, and evaluated in terms of their worth in accomplishing the desired goal. But certain cautions seem necessary.

a. As far as possible these should be the student's ideas and suggestions.

b. Since this is a cooperative process with an adult student, alternatives suggested should be treated with respect and given adequate consideration, even though they may appear at first glance to be somewhat farfetched.

c. The *way* in which advice or suggestions are phrased is important. For example: "What do you think of this plan, etc.?" is likely to be received better than "Now this is the plan you must follow, etc." Most authorities insist that suggestions offered should be specific rather than general.



d. In discussing possibilities, limit what the school or the counselor will do. While indicating friendly interest in the student's ideas and an attitude of cooperation, let him stand on his own as far as possible in carrying them out.<sup>1</sup>

4. *Emphasize the Decision.* The decision is the high point in the conference and has tremendous psychological force in strengthening the determination to go ahead. It should be, of course, the student's decision. The counselor, however, has great responsibility in not arousing false hopes and in dissuading the student from plans, too ambitious, in view of his ability and background. Such ambitions should be diverted and worthy alternatives should be kept before the student. If there is any doubt as to his ability, arrange for a follow-up interview or from time to time check to see how things are going with him.

In any event, when the student has reached a decision, he should receive every encouragement in his choice. The fact that alternative solutions have been presented and discussed may challenge the student to pursue with enthusiasm the course that he, himself, has decided upon.

5. *Immediate Action.* Try to include within the interview some action on the part of the student. This may be no more than taking some simple test, writing a note, telephoning for an appointment; but see that he has taken at least one step, that he is out on the path, that he has moved forward.

If it is impractical to take any action at the time of the interview, agree upon an initial step immediately following—within a definite period. Then arrange for a report, such as setting a specific time when he will come in or when the counselor may call him to learn of his success.

6. *Limiting the Interview.* In dealing with the adult student, three suggestions for terminating the interview are made: (a) It

<sup>1</sup> Carl R. Rogers (*op. cit.*, p. 96) has an interesting discussion of the importance of "limits" in counseling; "Every counseling situation has, then, its limits. The only question is whether these limits are clearly defined, understood, and helpfully used, whether the client, in a moment of great need, suddenly finds . . . barriers against him . . . One of the limits which the counselor must formulate clearly is the extent to which he will take responsibility for the problems and actions of the client." Other limits discussed are time, affection, etc., and their value summed up with "limitations have a definite value to the client . . . (and for the counselor) they provide a framework within which (he) can be free and natural in dealing with the client "

has been found effective to jot down, using a carbon copy, a few brief notes covering the interview and to hand a copy to the student upon its conclusion. These need be no more than a few lines, a memorandum, as to certain main points agreed upon, plans for a later interview or a "check point," and especially a notation as to what the student plans to do and what the counselor or the school will do. (b) A short, informal, oral summary may be made as the counselor hands the student his copy of the memorandum, in order that a clear understanding as to agreements and plans made be assured. (c) A gracious and sincere dismissal should be made, somewhat as follows: "I have enjoyed your cooperation in working this out, and I think we've made some real progress; you're on your way. Let me know how you get along." If hope to see the student again is indicated, a specific time may be mentioned.

### *Records and Follow-up*

The interview, to be effective, should be attached through records and follow-up to the whole counseling procedure. Some kind of record of each interview should be made and placed in the student's folder. Opinion regarding note taking during the interview varies. However, unless one has elaborate devices for making recordings, note taking is about the only way to record information accurately. Relying upon memory is risky and may lead to future controversy. Often adult students are quite insistent that they, too, remember certain details or agreements of a previous conversation, and embarrassment can be avoided and rapport maintained if the counselor turns to brief notations in the folder. All authorities agree that excessive note taking *during* the interview is to be avoided. The suggestion has been made above that a simple record of the interview can be made just before the student leaves, with a carbon copy given to him as a memo. Included would be a few points agreed upon, just what the situation is, what the student is going to do about it, and what the school and the counselor will do. On the counselor's copy, before it is placed in the student's folder, there may be added, while these matters are fresh in mind, a few notes indicating the apparent attitude of the student, cautions, items to watch particularly, and the like.

In following up the case, these notations may be used in a

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positive manner as the starting point of a later interview. It is very important that the counselor immediately set in motion any promises made as to action on his part. The suggestion is offered that on the memorandum sheet in the folder be marked "O.K." as each item is completed.

The importance of follow-up is tied in with the central objective of the whole counseling program, that is, to attain certain beneficial results for the student and to assist him in making progress. It is necessary, therefore, that continuous contacts be maintained with the student and that later conferences be planned. Williamson and Darley add:

It is well to remember that what appears to be a minor problem may actually be related to a more serious fundamental maladjustment. . . . Therefore in most situations, it seems unwise to settle a case in one interview. Counselors would do well to take time between interviews to review their cases and perhaps discuss them with other counselors before dispensing advice.<sup>1</sup>

Later conferences with the student need not take much time in many cases—perhaps, just a few minutes. They provide opportunity to report progress made, to evaluate the tasks undertaken, and to consider changes or new approaches.

Dr. Richard D. Allen, writing on the interview, states that the "skilled counselor . . . has his objectives clearly in mind, has a definite plan of action, has prepared himself for the task, and knows when the task has been completed. Not a moment is wasted, and yet there is no appearance of haste or impatience."<sup>2</sup> Dr. Norman Fenton says that the student "should go away from the interview with added hope and ambition and increased self-respect." He should "feel more optimistic about his own possibilities for success and happiness."<sup>3</sup>

### *The Informal Interview*

Without in any way minimizing the importance of a planned schedule of interviews, it should be said that in evening-school and adult-education experience there are large numbers of in-

<sup>1</sup> WILLIAMSON and DARLEY, *op. cit.*, pp. 116, 117.

<sup>2</sup> ALLEN, RICHARD D., *Organization and Supervision of Guidance in Public Education*, p. 40, Inor Publishing Company, New York, 1937.

<sup>3</sup> FENTON, *op. cit.*, p. 21.

formal, unplanned conferences—students “dropping in” for a word with counselor or teacher. In such interviews most of the elements of good technique outlined above apply—physical setting, friendly greeting, rapport, the student telling his story, getting at the facts, isolating the main problem, considering various possibilities, reaching a decision, initiating some action, and giving a final word of encouragement—though these must be shortened or modified to suit the occasion. Actually, in the minds of the authors, an atmosphere of friendly informality is considered the most effective technique, whether the interview be scheduled ahead to cover a certain situation or whether it be impromptu.



## Chapter 5 GROUP APPROACH

### IN COUNSELING

AT first glance, it would seem that group counseling does not fit so well in a discussion of service to adults as it does with boys and girls, for whom there are custodial obligations as they are prepared to face the problems of life. Men and women are already active in adult life, and one might question such paternal interest on the part of the faculty or the school. Yet group guidance has been tried successfully, and even "home rooms" and "senior-problems" classes have demonstrated possibilities as units of the evening-school program. The group approach to counseling has proved its worth among adult students and should receive consideration as another avenue in reaching the many common problems facing all men and women.

#### THE FUNCTION OF GROUP COUNSELING

##### *Relation to Individual Counseling*

It should be understood at the outset that group counseling is not suggested as an alternative for individual counseling. Authorities are unanimous and experience indicates that the two supplement each other. As Dr. Richard D. Allen interprets it,

Group guidance is a two-sided proposition: Pupils are securing information and discussing problems, but at the same time the teacher should be studying the pupils—noting their interests, reactions, personalities, and traits—and making friends with them. Every effective group-guidance lesson should be an open invitation and should result in

conferences concerning individual problems related to the subject under discussion.<sup>1</sup>

We know, also, that a group is really a collection of individual persons, and that each one in it is different from the rest in his background, his attitudes and reactions, and even in the way he will interpret and make use of information. The wise counselor never loses sight of the individuals who compose a group, and measures the success of counseling effort in terms of personal and individual adjustment.

### *Values and Limitations with Adults*

Those who have experience in guidance list numerous values and uses of group counseling with school students.

1. From a staff and budgetary standpoint, group counseling is necessary in order to supplement individual effort with students. It would be beyond the resources of any school to handle all counseling on an individual basis.

2. The group setting has inherent advantages over individual contacts in give and take, in democratic procedures, in the influence of members of the group upon each other, and the like.

3. Administratively, the group provides a convenient way to meet regularly with numbers of students to carry on school business having counseling values, to give tests and secure other data, to encourage wider participation in school affairs, and to make use of other such advantages.

4. Especially in social-civic-vocational areas, the group is a more effective setting for the discussion and consideration of counseling problems.

Simply stated, for adult education it may be said that work with groups saves time and for some types of counseling is more effective, especially when advantage is taken of the wide backgrounds and the maturity of adult students. It should be kept in mind, however, that most men and women attend evening schools and adult-education classes because of an interest in some special course or with some particular goal in mind. Every hour spent in the building must bring obvious returns, and these students are

<sup>1</sup> ALLEN, RICHARD D., *Organization and Supervision of Guidance in Public Education*, p. 61, Inor Publishing Company, New York, 1937.

impatient when diverted from their goals by what appear to be extraneous matters. This reveals the one most serious limitation that must be put upon group counseling programs. They cannot be set up indiscriminately as something "good for the students" with any hope of response. Only when they are specific, with goals and activities distinctly and plainly set forth, acceptable to adults or certain groups of adult students, have they any possibility of being completely useful and successful.

### SUGGESTED AREAS AND PROGRAMS

In this section are presented suggestions as to certain areas in which group counseling for adults seems to be most useful; channels through which they may be carried on; and specific programs that have been used in adult-education and evening schools. These are only suggestive and it is recognized that any other breakdown would be just as good and that the nature and variety of adult-group activities in the field of guidance are unlimited. Some of these programs are already well established, while others are open to questioning, but merit further study and experimentation.

#### 1. *Areas of Group Counseling*

*a. Orientation.* A full discussion of the orientation of adults to a school atmosphere after many years away from such an environment has been given in Chap. 3. Our point here is that much of this can be done just as well with groups as with individuals. As a matter of economy where there are large numbers of new students at enrollment time, orientation should be handled with groups of students instead of individually, especially on the items that are the same for all new enrollees. Many of these items are merely matters of information about school facilities, courses, and services.

*b. Educational Area.* Through a group approach, the educational opportunities provided by the school or the program may be presented. Also some consideration of the broader aspects of educational planning may be carried on in groups.

*c. Occupational Area.* There is a wealth of material on vocational guidance from which many suggestions can be secured and adapted for use with adults. This is discussed at some length in

Chap. 9. There are endless opportunities for group counseling in the homogeneous character of craft and vocational classes, in which adults of common interests, backgrounds, and goals are enrolled.

*d. Social Area.*<sup>1</sup> "Many, if not most, of our difficulties today are social problems which no single individual can hope to solve," state Hamrin and Erickson in suggesting that the group approach is often the most effective with counseling problems that are essentially of group character.<sup>2</sup>

*e. Personal-inspirational Area.* As is indicated by the heading, there are two aspects in this area of group counseling. The first has to do with the student's personal adjustment and development. It is felt that in a group a more objective or impersonal approach may be made to the personal matters of capacities, interests, outlooks, and relationships than can be accomplished in the intimate atmosphere of an individual conference, where such items may seem pointed. Further, there is the give-and-take among students and the advantage for the counselor of observing an individual's reactions in a group situation. The second aspect is based on the belief that such group discussions are most encouraging to adult students. There is inspiration in the realization and the sharing of common problems and in developing positive suggestions that may open up new and hopeful possibilities.

## 2. Opportunities for Group Counseling .

*a. Printed and Illustrative Materials.* Observing the volume of printed and mimeographed materials that pours out of evening schools and the diversity of posters and other illustrative matter that surrounds its varied activities, it seems unnecessary to call attention to the group-counseling possibilities that lie in this supply. Schedules, leaflets, bulletins, handbooks, catalogues, announcements, school newspapers, bulletin boards, and posters there are in abundance and on every hand, but through them rarely does one find evidence of coordination and sequence or an organized program of counseling and guidance.

<sup>1</sup> This is called guidance in "Social Living" by Edgar G. Johnston on p. 92 of *Administering the Guidance Program*, Educational Publishers, Inc., Minneapolis, 1942.

<sup>2</sup> HAMRIN, SHIRLEY A., and CLIFFORD E. ERICKSON, *Guidance in the Secondary School*, pp. 153, 154, D. Appleton-Century Company, Inc., New York, 1939.



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*b. Assemblies and Discussions.* We refer here to assemblies, talks and reviews, forums and discussions, exercises and programs, conferences, and other special assemblages through which there is opportunity for a group approach in counseling. Many of these are illustrated in section 3 below.

*c. Classroom Activities and Materials.* These range from natural short units appropriate and useful to the major purposes of regular classes to special courses set up for certain homogeneous groups or for special purposes. These, also, are illustrated below.

*d. Student and Extraclassroom Activities.* In Chap. 8, mention is made of the counseling possibilities through the student-body organization and activities, and those ordinarily termed extra-classroom. The only comment at this point is that many of these afford a group approach in the counseling program.

### 3. Group-counseling Program

The programs and suggestions reviewed here, taken from the experience of the authors, are selected merely to illustrate the possibilities of group counseling through specific examples. As has been stated, some are more and some less successful, but they and many others that could be mentioned point to a rich new territory in adult education awaiting further study and exploration.

*a. Students' Handbook.* This is the handbook described in Chap. 3, written by and for adult students in nontechnical language. In it might be included lists of curricula; explanation of enrollment procedures; requirements for various certificates and diplomas; academic regulations; student-body organization with constitution, officers, and purposes; other school organizations and activities; the school calendar; school officials; school services; a map of the school plant; and the like.

*b. Opening-of-school Assembly.* Usually held the first evening of the term, it provides an opportunity for the principal to bring before the students in a group a review of the school organization, services, and items mentioned in Chap. 3 in a description of this as an orientation device.

*c. Assemblies and Talks Arranged, Financed, and Conducted by the Student Body and Its Officials.* Examples might be a professional review of some significant book, a report on a tour of special

interest, a film forum series covering a half dozen current problems, a discussion led by an educational speaker—say, from Scandinavia—comparing goals and programs of folk schools with ours, and the like.

*d. Forums.* Covering social, civic, and economic problems, they offer excellent group-counseling service.<sup>1</sup>

*e. Counseling Round Table.* This takes advantage of the backgrounds of adult students to give a pool of experience from which to draw. Led properly, there is balance and maturity in the views and opinions discussed.

*f. Book Reviews.* Those with an organized sequence related to social topics provide one of the most natural and enjoyable avenues of group approach to counseling. The "Readers' Round Table" is a variation of this.

*g. "Reading the Newspaper" and "Listening to the Radio."* These may be projects in group counseling. Their material is vital and up to the minute.

*h. "How to Study," "How to Read," and the Like.* Such courses offer some of the most direct and useful group-counseling services for adult students, many of whom have been out of school for long periods of time or have acquired bad habits of studying or reading. These courses are often set up in short units, meeting for an hour or so once a week, from four to six weeks, and repeated two or three times a year.

*i. "Personal-assets" Courses.* Under this heading may be included Public Speaking, Psychology, English, and many other courses that develop assets that will become a part of the personality and effectiveness of an individual, that overcome feelings of shyness and inferiority, and that build up self-confidence.

*j. Homogeneous Groups, or Classes with Homogeneous Groups or Common Problems or Aims.* We refer here, for example, to groups made up of parents studying child care and family life; groups taking Americanization courses<sup>2</sup>; cultural groups interested in

<sup>1</sup> It is not within the scope of this book to discuss forum programs, but attention is called to material from the American Association for Adult Education, the United States Office of Education, and the writings of Mary Ely, Hewitt and Mather, Harry and Bonaro Overstreet, Dr. John Studebaker, and others in this field.

<sup>2</sup> The authors do not suggest that classes for the foreign born should be isolated. On the contrary, every effort should be made to bring them into contact with the interests and activities of other groups and of native-born students.

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the fine arts, crafts, early American handicrafts; and numerous others of this character.

*k. Courses for the Handicapped.* These refer to classes in lip reading, occupational therapy, and the like. Sound psychology in the handling of such groups is of prime importance if we are not to be defeated in our larger aims of rehabilitation of spirit and ambition. Above all is the necessity of bringing these people into natural relationships with fellow adult students and into the normal, active life of the school and the community. The section Mental Hygiene in Chap. 8 may be of interest in this connection.

*l. "Senior-problems" Courses.* Such series may be set up for those nearing the completion of requirements for certificates, diplomas, or other long-term programs. With an acquaintanceship built up among students and between students and teachers, future possibilities, further self-improvement, plans for a richer life, domestic relationships—any and all sorts of wider interests in social problems outside the school—may very easily be capitalized as group-counseling discussions. An acceptable scheduling for this kind of course has been the last hour of the week's program.

*m. Home Rooms.* Closely allied to senior-problems classes have been attempts in the direction of home rooms. These feature the formal organization of the class, with officers and a program addressed often to cooperation in the larger student-body activities of the school, and sometimes to the social interests mentioned just above. Again, the last hour of the week has been found to be convenient.

Enough has been done with both home rooms and senior-problems classes in evening schools to demonstrate that there are values in these for group-counseling purposes, but equally clear is the necessity that there shall be a genuine demand for them on the part of the adult students. They cannot be forced upon all classes; only some groups of students and some teachers are interested.

*n. Regular Classes.* There is scarcely a class for adults in which there cannot be inserted short units, closely related to the major subject, having guidance goals. It might be said that scarcely is there a class where this is not done—consciously or unconsciously—but much study should be given to organizing and coordinating such units to fit in with the larger guidance objectives of the school.



*o. "Exploratory" Courses, "Life-career" Courses, "Occupations" Courses.* While in the authors' experience these are as yet untried in the evening school, nevertheless they offer an interesting field of experimentation as to their group-guidance values for men and women. It might seem that if they were organized under an adult school pattern, certain students should benefit—say, at a time when there is widespread unemployment, when there are large numbers of unadjusted veterans, and the like. Any information as to experience in this direction will be appreciated.

*p. Case Conferences.* These may be set up as a separate activity or may be used as a technique in many of the programs listed above. Dr. Richard D. Allen of Providence, Rhode Island, has made the greatest contribution in this field, and fortunately has extensive material in print. This is a very rich field, well worth study and experimentation by those interested in group counseling for adults.

#### CONCLUSION

In conclusion, it should be repeated and emphasized that group counseling and individual counseling are closely related and should be developed as supplementary to each other. Dr. Henry B. McDaniel states our position very well:

The answer depends on the school's organization for guidance. If we leave such matters as giving occupational information, educational information, making appraisals of student progress, completing records of student activities, and collecting service data all up to the counselors on an individual interview basis, then there is no time for counseling. If, however, the school is organized to make full use of well-planned group guidance activities, the answer is, "Yes."<sup>1</sup>

Hamrin and Erickson emphasize our point in this manner:

Much of the genuine effectiveness of group methods of helping students to be well adjusted will be lost unless such methods are supplemented and followed up by individual conferences between pupils and the group leader. Often, questions which individual students are unwilling to discuss in the group will be gladly introduced during a personal conference. Again, a good group leader during a discussion may be able to sense individual problems of which even the pupils themselves are unaware. It is the opinion of the authors that group methods prepare the ground and pave the way for individual counseling. . . .<sup>2</sup>

<sup>1</sup> MCDANIEL, HENRY B., "Do We Have Time for Counseling?" *California Journal of Secondary Education*, Vol. 18, p. 182, March, 1943.

<sup>2</sup> HAMRIN and ERICKSON, *op. cit.*, p. 276.



## *Chapter 6* THE INDIVIDUAL

### INVENTORY

THE individual inventory, with adaptations to fit local situations, is recommended as giving the most nearly complete picture of adult students for counseling purposes. Often, however, so elaborate a scientific procedure is outlined that to attempt its use in an ordinary school situation with limited facilities and staff would seem hopeless. Yet certain essentials of this method can be set up under very simple organization and, indeed, they are fundamental and necessary if the counseling program is to be at all useful and effective.

#### DEFINITION AND ADVANTAGES

The individual inventory includes the recognition of the need of setting up a "case"; the collection of all sorts of personal and background data on the student; the assembling and organizing of these in one place—as in a folder; the study and use of these data in the actual interview and in counseling; and the recording of such interviews, together with suggestions and follow-up notations. It collects all that is known, available, and significant about the student, and keeps this information all together under one cover or in one place, for future use and reference in counseling.

The virtue of the individual inventory lies in its two fundamental aspects: (1) data, instead of guesswork; (2) permanent records, instead of memory. By possession of the complete background and personal data of a student the counselor is enabled to help him much more intelligently than he could if provided only with im-

pressions and hasty estimates obtained from a brief personal contact with the student. One author on the subject goes so far as to say that counseling without data amounts to quackery.<sup>1</sup>

Likewise the preservation of these data, the records of interviews, and all other pertinent material serves both the student and the counselor more effectively than does reliance upon the vagaries of memory. As our chief interest is the development and improvement of the student—and the accomplishment of this takes time—long-term, comprehensive records are positive factors in accomplishing these desired ends.

To what extent we collect and preserve data depends on the physical resources of the counseling service and on the philosophy, or the keynote, of the program.

#### LIMITATIONS

It may be that in some school systems the counseling service consists of a large staff of trained personnel, physical facilities ample for housing voluminous records, and the clerical help to take care of them. In such schools, especially trained counselors, psychologists, psychiatrists, medical advisors, and classroom teachers may present data in great detail and gather information from every conceivable source concerning each individual student. Under such a procedure the individual inventory is magnified to the proportions of a clinical record.

Whatever the merits of a clinical record may be, it is possible only in a school possessing a generous budget. Compared with this type of school, there are far more schools—particularly in adult education—with limited budgets, staffs, and facilities. Schools that fall within the latter category must collect and record only those data that are most usable, and they must forego any program that can be administered and interpreted only by trained psychologists. The keynote of any counseling program should be the *student* and helping him to develop. Danger of forgetting this principle sometimes lies in myriad details and elaborate case histories, which are characteristic of some counseling programs. Obsession with statistics

<sup>1</sup> LEFEVER, D. WELTY, ARCHIE M. TURRELL, and HENRY I. WEITZEL, *Principles and Techniques of Guidance*, p. 297, The Ronald Press Company, New York, 1941.

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to the neglect of the individual, the human being, may be more detrimental than not attempting a counseling program at all.

True, records, or case histories, are important. When accumulated over a period of time, they present some sort of picture of the student. Whether this picture is accurate or complete is sometimes questionable. The information is necessarily "only a sampling" of total behavior.<sup>1</sup> The student may have changed greatly since the last records were made.<sup>2</sup> This last statement is particularly true concerning the adult student. An early history of poor performance in school, for instance, may have been due to many factors no longer influencing him. Furthermore, recorded information not infrequently shows bias or prejudice on the part of the person who had made the record.<sup>3</sup>

Dr. Carl Rogers claims that the complete case history is the best approach for a full understanding of "significant life forms and life patterns."<sup>4</sup> "For purposes of research, for an understanding of the genetics of human behavior," he believes that past histories are of great importance.<sup>5</sup> However, if the counselor's interest is in therapy, in trying to help the student meet a problem, rather than in diagnosis for its own sake, he should put the greater stress upon the immediate situation and upon the student himself rather than upon the student's past records.<sup>6</sup>

All records, limited or copious, are always kept for the student's benefit. The "student approach," not the statistical one, should be the keynote in using the individual inventory. The objective should be positive. It is not enough to find out everything possible about a student—his background, his weaknesses, his potentialities. *An attempt to work out some course of action must be made.*

### PROCEDURE

Earlier in this chapter, five steps were suggested for developing the individual inventory. Stated somewhat differently they are

<sup>1</sup> STRANG, RUTH, *Pupil Personnel and Guidance*, p. 317, The Macmillan Company, New York, 1941.

<sup>2</sup> *Ibid.*

<sup>3</sup> *Ibid.*

<sup>4</sup> ROGERS, CARL R., *Counseling and Psychotherapy*, p. 81, Houghton Mifflin Company, Boston, 1942.

<sup>5</sup> *Ibid.*, p. 29.

<sup>6</sup> *Ibid.*, p. 30.

(1) A *preliminary review* as to the advisability of setting up a case with the student, (2) the *collecting and organizing of information* concerning the student, (3) the *analyzing of the information*, (4) the *counseling and working out of a plan of action*, and (5) *continued attention* on the student.

### 1. *A Preliminary Review*

With the rapid turnover of large numbers of students that is found in adult education, it is readily seen that to set up a case on each student enrolled would tax the facilities of the school. Many adult students enter school without any educational, vocational, or other obvious problems; their purpose may be just the pursuit of some hobby or leisure-time activity. A line must be drawn between those who would benefit by having a record kept and those who would not.

Those chosen need not be maladjusted individuals with deep-rooted problems, which may require the attention of a specialist. The evening-school counselor is not seeking this type of student in particular. He is looking for the student who has some definite, positive goal, in order to help him achieve it. If, however, the counselor suspects the existence of some maladjustment in the student's situation or of psychological or physiological handicaps, he does not dismiss them. If he cannot personally cope with these problems—and he should not attempt to do so, unless he is properly equipped—he refers the man or the woman to the proper person—a doctor, a psychiatrist, or a social worker.

A natural supposition is that the goal most adults are seeking when they enroll in school is an educational one. Vocational advancement, social prestige, or personal satisfaction may be outgrowths. Of this group those who are working toward diplomas and special certificates and all who are planning a long-term educational program may be counseled most effectively through the use of the individual inventory. It may be advisable to establish cases for other students who, in the opinion of teachers, counselors, or principal, need help in solving unusual problems, the nature of which varies with each individual.

However, every student who enrolls in a class and completes the work is entitled to have a record kept in a central file. A single card containing such information as name, address, telephone



number, age, occupation, indication of whether or not the work has been completed satisfactorily, and some brief comment by the teacher provides a permanent record without requiring much clerical help or much space.

## 2. *Collecting and Organizing Information*

When the problem has been defined—and the most common may be the attainment of a positive goal—the counselor begins to collect and assemble all kinds of pertinent data, which may be kept adequately in an 8½- by 11-inch manila folder, labeled with the student's name.<sup>1</sup> The use of a separate folder for each case has many advantages. It is confidential, simple to use, and expandible. Into it may go such items as questionnaires, scholarship records, tests, course sheets, programs of classes, memoranda of interviews with the student, reports of conferences concerning him, correspondence with him or about him, verification of practical experience, autobiographies, diaries, observations from teachers, anecdotal records, and other material worth saving.

Factors bearing on each case are collected from various sources, but "the most easily available source is the pupil himself."<sup>2</sup> From him we may discover his immediate educational plans, his choice of curriculum, his desire to go to some institution of higher education, his choice of occupation and the reason for it, certain characteristics, subject likes or dislikes, outside practical experience, and a host of other facts.<sup>3</sup> Much of the information may be brought to light in a preliminary, informal interview with the student at the time of his enrollment.

In addition to information obtained from just talking things over with the student, many facts usable for counseling purposes are found in several types of questionnaires or inventories that are filled out by the student. Many devices or procedures are suggested

<sup>1</sup> The use of such a folder has been referred to variously by many authors, for example: Confidential Folder, LEFEVER, TURRELL, and WEITZEL, *op. cit.*, p. 286; Guidance Record Folder, CLARENCE C. DUNSMOOR, and LEONARD M. MILLER, *Guidance Methods for Teachers in Homeroom, Classroom, Core Program*, pp. 257-259, International Textbook Company, Scranton, 1942.

<sup>2</sup> JOHNSTON, EDGAR G., *Administering the Guidance Program*, p. 36, Educational Publishers, Inc., Minneapolis, 1942.

<sup>3</sup> KOOS, LEONARD V., and GRAYSON N. KEFAUVER, *Guidance in Secondary Schools*, p. 191, The Macmillan Company, New York, 1937.

by various authors as being necessary for obtaining a complete and objective picture of the student. Although each of these is designed to give the counselor further insight concerning the individual, not all of them are recommended for use with the adult student and not all are practicable for an evening school. In deciding which to use, the counselor should select only such items as yield information that may be frequently used, for the main justification of any record whatsoever is the use that is made of it. Some of those recommended are the following:

*a. Entrance or Personal Questionnaire.* Whatever questionnaire the counselor decides to employ, the first suggested may be a personal questionnaire, giving information of a general nature, to be filled out by the student when he enrolls or applies for status as a credit student. Here again the counselor must decide what items of information should appear, discarding those that will be of little use or that will antagonize the student. Obviously, *name, address, telephone number, and sex* are necessary. The *date and place of birth* are routine items also. Next the *marital status* of the man or the woman may be sought; and if the enrollee is married, information about the *size of the family*—spouse and children and the childrens' ages—is useful. Information about parents, brothers, and sisters may be needed also as a background for personal counseling. Information about *present occupation*, as well as *previous occupational experience*, is very important in helping the counselor to understand present problems and to evaluate, if possible, this experience in terms of credit. *Avocational interests*, such as, hobbies, leisure-time activities, club affiliations, recent books read, favorite magazines, and special abilities should be known. Not only does such information better acquaint the counselor with the student, but it also indicates those who may be called upon for public-relations work and extraclassroom activities. Special activities that the school offers—library, art or craft classes, woodshop, etc.—may be pointed out to the student when he indicates interests in such subjects.

The *names and locations of previous schools attended*, together with the *approximate dates of attendance or withdrawals*, are necessary. *Reasons for leaving school* are often enlightening, and the *length of time that has elapsed since the last school attendance* aids in the programming of the student. If the interval has been long, perhaps “re-

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fresher" courses should be recommended to precede enrollment in regular classes. In many cases involving large gaps in school attendance, the greatest difficulty is adapting oneself to typical classroom situations, such as studying, concentrating, and taking notes. Such recommendations, however, should be made in view of all the facts. If a student has, through home study or work experience, kept alive certain skills taught in school, review probably is unnecessary.

All this information points to the most important factor—the *educational or vocational plan* of the student. No matter how vague or uncertain this may be, *it should be indicated*.

### HIGH-SCHOOL STUDENTS APPLICATION FOR CREDIT AND COLLEGE PREPARATORY

Mrs.

Date\_\_\_\_\_

Mr.

Name Miss\_\_\_\_\_

Married name	First name	Middle name	Maiden surname
--------------	------------	-------------	-------------------

Address\_\_\_\_\_ Phone number\_\_\_\_\_

Birth date\_\_\_\_\_ Age at last birthday\_\_\_\_\_

If married, state number in family and relationships.\_\_\_\_\_

What is your present occupation?\_\_\_\_\_

What previous occupational experience have you had?\_\_\_\_\_

What are your leisure-time activities and interests?\_\_\_\_\_

Give the full name, date, and address of previous schools attended.\_\_\_\_\_

School	Date
--------	------

1)\_\_\_\_\_

2)\_\_\_\_\_

3)\_\_\_\_\_

List the last school attended where transcript can be obtained. \_\_\_\_\_

Reasons for leaving school \_\_\_\_\_

Your purpose in securing our high-school diploma \_\_\_\_\_

Do you plan to enter a four-year college? If so, what college do you plan to enter? What major do you expect to pursue?

1) \_\_\_\_\_ 1) \_\_\_\_\_

2) \_\_\_\_\_ 2) \_\_\_\_\_

3) \_\_\_\_\_ 3) \_\_\_\_\_

Remarks: \_\_\_\_\_

Date of entry in San Diego Evening High School: \_\_\_\_\_  
*Planned Schedule*

Subject	Teacher	Days
Subject	Teacher	Days
Subject	Teacher	Days

Many items commonly included on questionnaires similar to the sample questionnaire on this and the preceding page are lacking here. Those listed above represent what the authors believe to be the minimum essentials that the counselor will need in working with adults. Likes and dislikes of school subjects, and check lists of physical conditions and personality traits or characteristics may be added. Questions about home life, social adjustment, and economic status are often found. However, the extent to which such information is usable with men and women students is questionable, and



their attitude toward acceptance of such inquiries upon entering school is uncertain. If the need for information of this kind should arise in individual cases, it would better be obtained from the student in a personal interview or from the teachers who have had the opportunity to observe over a sustained period of time the behavior and habits of the student, rather than from a questionnaire.

*b. Scholarship Records.* School records, including transcripts of credits and letters from various schools attended, as well as grade reports from the present school, should be kept in the confidential folder.

Grade cards should carry the general information of name, address, telephone number, and title (Miss, Mrs., Mr.) of the student, the description of the course and its number, if any; the grade and the amount of credit earned; the dates of starting and completing the course; and the number of hours per week spent in class. The total number of hours spent in class may be useful, for in some school systems credit is based on both class hours and accomplishment. If a student has not completed the work, the grade card should carry a notation of what is needed to complete it. Each card should be signed and dated by the teacher. In addition to the information filled out by the teacher, printed on the card may be an explanation of the grading system used.

On the back of the card some of the data found on the personal questionnaire may be shown. These questions should be filled out by the teacher in conference with the student. In so doing, each teacher, whether he is the student's designated counselor or not, becomes better acquainted with each member of his class. To let the student fill out the card by himself destroys the value of the procedure. The purpose of it is to induce a personal contact and closer relationship between student and teacher. Too often the teacher becomes merely an instructor of subject matter, without knowing or caring to know anything about a student's background, ambitions, or interests. To fill out the card at the end of the term when grades and credits are issued wastes the entire term as far as this contact is concerned, for this personal information does the teacher little good if the student then changes classes and teachers. On the other hand, to take the time to obtain these facts from every new enrollee in class, without knowing which student is "shopping"

and which intends to stay, is not recommended. Experience shows that the best time to attend to the matter is just as soon as the student appears to be settled in the class.

Although this personal information about the student is to be found on the personal questionnaire in his folder, the contents of which should be accessible to every teacher, nevertheless, this procedure saves time and makes sure that the information will be at hand.

<b>GRADE REPORT</b> <b>FOR CREDIT STUDENTS</b>					
<div style="display: flex; justify-content: space-between;"> <span>_____</span> <span>Print last name</span> </div>					
<div style="display: flex; justify-content: space-between;"> <span>MR.</span> <span>_____</span> </div>					
<div style="display: flex; justify-content: space-between;"> <span>MRS.</span> <span>_____</span> </div>					
<div style="display: flex; justify-content: space-between;"> <span>MISS</span> <span>_____</span> </div>					
<div style="display: flex; justify-content: space-between;"> <span>_____</span> <span>Last name</span> </div>		<div style="display: flex; justify-content: space-between;"> <span>_____</span> <span>First name</span> </div>		<div style="display: flex; justify-content: space-between;"> <span>_____</span> <span>AGE</span> </div>	
<div style="display: flex; justify-content: space-between;"> <span>ADDRESS _____</span> <span>TELEPHONE _____</span> </div>					
FOR SEMESTER ENDING _____ 19__					
Subject	Grade	Amount of Credit	Date		Hours per Week
			Enrolled	Completed	

### INSTRUCTIONS TO TEACHER

Regular high-school credit is allowed, and subject to the following conditions:

1. Credit may be given at the rate of one credit per semester (or approximately 16-20 weeks of 57-85 hours of class attendance) in all academic or class courses requiring four hours per week of recitation and for which outside preparation is made as needed.
2. Credit is given only those regularly enrolled students who register for this purpose, and for whom an application has been turned in at the time of entering class.
3. The system of final marks, with the definition of each is

A—Superior  
B—Better than average

C—Average  
D—Barely passing

F—Failure  
Inc—Incomplete

\_\_\_\_\_  
Instructor's Signature

Occupation: Present_____
For which prepared_____ Desired_____
What previous occupational experience has the student had?_____
Definite reason for taking this course. (Check) Better preparation for present job_____ Preparation for future job_____ General self-improvement_____
Other_____
What is his hobby?_____
What are his leisure-time interests?_____
In what city and state did he have his previous schooling?_____
Remarks_____
_____

A convenient method of assembling the scholastic records from all sources is to transfer them to one form, cumulative in arrangement. A 4- by 6-inch card is easily handled and is sufficient to carry information about school subjects and grades over an entire school course, credit for "outside" experience, and data concerning standardized tests. Although the information on the card duplicates that found on transcripts, grade cards, etc., these are original documents and should be kept always for purposes of verification.

*c. Course Sheets.* In the initial interview with a student working for some type of diploma, the use of a course sheet or a work sheet is recommended. On this sheet are arranged the requirements of the school. Against these, subjects already completed by the student may be checked, and deficiencies may be easily indicated. It is very helpful to the counselor to have something definite in black and white regarding school requirements. The student immediately sees what is required not only for him, but for everyone, and

CUMULATIVE RECORD CARD			
Name	Previous school	Date of entries	Class
Occupation		Age	Phone
Residence	Left school	Returned	
"Outside" credit allowance	I. Q.		
	Tests	Date	Score

as he recalls the subjects that he has taken, can see for himself what remains for him to do. The preliminary filling out of the course sheet should be a cooperative undertaking. Later, upon receipt of official school records, the information recalled by the student can be verified or changed by the counselor. This is cumulative in nature; each subject is transferred from the Yet-to-do column to the Completed column, until all the requirements have been fulfilled. The sample of the course sheet shown on page 79 represents that of the high-school requirements of the San Diego Evening High School. Adaptations of this may be made to fit any type of certificate or diploma.

*d. Program of Classes.* A program of classes that the student is taking each term should be kept for reference. If any changes are made in his program, they should be noted on the sheet or card so that at all times it is up to date.

*e. Memoranda of Interviews and Conferences.* Since memory, both





# The Individual Inventory

79

## COURSE SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

English (8 cr.)

U.S. History (2 cr.)

Citizenship Problems (1 cr.)

Science (2 cr.)

Music, Art, or Speech (1 cr.)

Home Economics (Women) (2 cr.)

Second Major (6 cr.)

Electives (cr.)

Completed

Yet to do

about the student, letters from employers, references, and any other material that, perchance, may be referred to or needed for verification should be saved also.

*g. Autobiographies, Diaries, and the Like.* If the counselor wishes to enrich his knowledge of the man or the woman with whom he is dealing, he may supplement the above-mentioned sources of information with some that are more personal, such as autobiographies, diaries, observations from teachers, and anecdotal records.

In writing an autobiography, the student “. . . puts more of himself into the record than he imagines. He is apt to reveal with disarming frankness some items of information that would not be gathered through a counseling interview or reached through a questionnaire.”<sup>1</sup>

The autobiography may be handled in various ways. It is a suitable assignment for students enrolled in English classes—and most of them are taking some type of English course each year. As an English assignment it serves a threefold purpose. It enables the instructor to judge the newly enrolled student's ability to express himself; it better acquaints the instructor with him; and turned over to the counselor, it becomes part of the student's permanent record. The assignment may take the form of a theme entitled, *The Story of My Life, My Most Interesting Experience, My Great Problem, My Friends, (or) Places I have Been.*<sup>2</sup>

The writing of an autobiography frequently has therapeutic value for the student himself.

The autobiography stimulates the student to study himself, to become introspective for a time. The mere mental exercise of reviewing his life history to date and relating it to future plans is good for a student, or any adult. . . . The manner in which the student describes and evaluates certain aspects of his interests, experiences, and plans often gives valuable clues regarding his ability and character.<sup>3</sup>

Diaries kept for a brief period of time also give the counselor valuable information regarding the student he is trying to help. The diary, too, may fit into the program of an English class. A more common or useful form of diary may be a daily or weekly

<sup>1</sup> DUNSMOOR and MILLER, *op. cit.*, p. 268.

<sup>2</sup> HAMRIN, SHIRLEY A., and CLIFFORD E. ERICKSON, *Guidance in the Secondary School*, p. 96, D. Appleton-Century Company, Inc., New York, 1939.

<sup>3</sup> DUNSMOOR and MILLER, *op. cit.*, p. 268.

schedule to be requested directly by the counselor. An understanding of the demands on a student's time is essential in arranging a workable schedule of classes. Probably many dropouts are due to class schedules that are too heavy. Obviously the man or the woman who works long hours cannot devote much time to preparation of lessons.

Teachers who have the opportunity of observing a student over a year's period, or even a semester's, can add much to supplement the data obtained from interviews, questionnaires, tests, and the like.<sup>1</sup> Dunsmoor and Miller suggest that systematic notes be made of significant incidents or behavior or attitudes that seem characteristic of the student. These notes, they believe, should be made at the time of or as soon as possible after the observation, and should include date and place or circumstance under which the observation was made.<sup>2</sup> All such notes could be studied by the counselor and filed in the student's folder.

Similar in nature and in use to observations by the teachers are anecdotal records—the recording of any incident that seems significant. In making them, caution should be taken not to make any interpretation of the account, merely to describe it as impartially as possible.<sup>3</sup> Much value in making either observations or anecdotal records lies in the fact that teachers become more observant and, therefore, understand their students better.<sup>4</sup> Lefever, Turrell, and Weitzel<sup>5</sup> recommend that the counselor, too, make such observations during an interview and record them afterward. They also call attention to the fact that, valuable as anecdotal records are, they involve a considerable amount of work and are difficult if the teaching and counseling loads are heavy—as they very often are in the adult school. Their use, therefore, should be limited to really significant items.

In counseling children still under parental and compulsory

<sup>1</sup> Hamrin and Erickson, (*op. cit.*, p. 87) suggest five points "which will help in making observations a valuable aid: Be sure your own sense organs are efficient. . . . Attend to things at definite times. . . . Strive to improve your ability to make accurate estimates. . . . Do not spend a great deal of time interpreting what you see. . . . Select and define that which you wish to observe. . . ."

<sup>2</sup> DUNSMOOR and MILLER, *op. cit.*, p. 262.

<sup>3</sup> HAMRIN and ERICKSON, *op. cit.*, p. 96.

<sup>4</sup> *Ibid.*

<sup>5</sup> LEFEVER, TURRELL, and WEITZEL, *op. cit.*, pp. 287, 288.



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school supervision, great importance is placed upon having reports from nurses, physicians, dentists, oculists, social workers, and the like. In the case of an adult, it is nearly impossible to request or secure such information.

Although ideally the counselor should know every possible fact about the student, he can offer greater service by taking relatively few facts and making wise use of them than he can by collecting myriad facts just for the sake of possessing them. One can become so preoccupied with fact gathering that he loses sight of or does not have time for putting these facts to work. As Dr. Richard Allen observes, records in the file are not enough, they must come "alive."<sup>1</sup>

*h. Testing. Need for a Testing Program.* On page 6 the statement was made that a reasonable testing program, including both standardized and teacher-made tests, is necessary in checking the validity of personal interpretations. There is particular need for the judicious use of tests among students in adult-education programs. Their educational backgrounds, abilities, experiences, ages, reasons for attending school, and goals vary so widely that careful grouping and programming must be done.

Teachers of children and youths may fairly well assume that all the students enrolled in a certain class are more or less prepared for the subject as far as background and mental ability are concerned. The teacher of a class of adults cannot take for granted this homogeneous background and ability. Nor can former school records, when available, be relied upon with any degree of certainty. The attitudes, interests, incentives, and scope of reasoning of an adult may be so different from those possessed by the same person as a child that early school records are no longer true indications of his ability or of his possible performance.

To help the student become aware of his needs and possibilities, the counselor must first recognize them; to advise him in regard to certain goals, the counselor should have some indication that these goals are within his reach. Any techniques that will be of aid in making these functions more effective should be used in a guidance program. Personal interviews, questionnaires, school and employ-

<sup>1</sup> ALLEN, RICHARD D., *Organization and Supervision of Guidance in Public Education*, p. 67, Inor Publishing Company, New York, 1937.

ment records, autobiographical material, observation, and opinions are all indispensable tools in studying an individual; however, they are all subjective to a greater or less degree. Tests add objective information to the record. By using them wisely, the counselor is able to get a more nearly comprehensive view of the student.

The adult-education administrator will find that the time and expense involved in conducting an adequate testing program are justifiable. Lack of proper foundation for a course, the difficulty of it, loss of interest in a subject, change of educational plans—due to discouragement, perhaps—are among the various reasons given by adult students for dropping classes.<sup>1</sup> Hence programming a student according to his educational background, acquired in schools or elsewhere, his ability, and his interests should result in a better record of attendance, with less dissatisfaction and fewer dropouts. Proper adjustment of students is an aim of every educator; in programs in which the attendance is voluntary this goal cannot be overemphasized.

**Cautions.** Although authorities in the field of guidance generally agree that tests are a valuable aid, they warn against overreliance upon this aid and against preoccupation with statistics. Unless tests are carefully chosen and interpreted, there is danger of applying the results to aspects of a problem for which no tests are available. Whoever supervises the testing program should clearly understand the relationship of the test with the area to be tested. Also, the test, like any other single technique, is not infallible. The individual to be tested should be informed of this fact. Too often he believes that the results of a test will give an incontestable prediction of success or failure. More harm than good results if either the examiner or the one tested fails to recognize the limitations of tests. Responsibility for the testing program, therefore, should be placed in the hands of the counselor, or of some member of the staff who has adequate background and training in this field.

One of the principal criticisms against testing programs is that the score of a single test is often used as the basis of counseling the student. Fatigue, ill-health, emotional disturbances, unfamiliarity

<sup>1</sup> BEALS, RALPH A., and LEON BRODY, *The Literature of Adult Education*, p. 99, American Association for Adult Education, New York, 1941.

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with testing procedures, long absence from active contact with academic subjects, slow reactions—any one of these may contribute to a low score on a single test. To avoid this criticism, one should give more than one test and more than one type of test, combining the results with data gathered from other sources and by other techniques.

**Selection and Use of Tests with Adult Students.** In selecting tests to be used in counseling, one should take into consideration the functions of the counselors, the amount of experience and training possessed in the field of testing, and the nature and needs of the men and women to be tested.

Standardized achievement tests in school subjects; aptitude tests; and intelligence, or mental ability, tests should be administered to those adults who have definite educational goals. Certain vocational aptitude tests and interest inventories, personality tests and rating scales, study-habit tests, and the like, may be useful in helping students who have special needs and problems. Teacher-made tests also may be used and are of considerable worth in measuring achievement in specific subjects.

Achievement tests are a valuable aid in programming adults when, in the opinion of the counselor, teacher, or principal, their backgrounds appear meager or questionable or when information about the backgrounds is lacking, as is often the case with adult students.<sup>1</sup> Some have attended schools that no longer are in existence or that do not have records for the period during which the student attended. Frequently the grading and credit system of some schools is so foreign to that with which the counselor is familiar that he has difficulty in interpreting it accurately. When such an adult enrolls and is interested in continuing his education along academic lines, it is suggested that an achievement test be administered as soon as possible after enrollment, in order that he may be programmed according to his educational experience.

Achievement tests have another function—that of improving instruction. When they are administered during the final year of study or even upon the completion of one course, they serve the

<sup>1</sup> Attention is called to the United States Armed Forces Institute tests of general educational development, which may be secured through the Science Research Associates of Chicago.

purpose of indicating weaknesses in instruction if the majority of the class fails to approach established norms. On the other hand, if the teachers pay too much attention to training students to make high scores on standardized tests, the curriculum may become so inflexible that it no longer can meet the needs of the adult students.

Intelligence and aptitude tests are closely related in that both indicate aptitude to do academic work. The results of such tests will help the counselor advise the student about the nature and weight of his program and discuss more intelligently future educational plans. Since data as to intelligence quotients for adults, particularly superior adults, are not very reliable, the counselor should use scores on these tests to compare the individual with the rest of his class or group. As there is danger in drawing conclusions from a single score, some students should be retested by different forms or by entirely different tests. In cases of a low score on a verbal type of test, a nonverbal type should be used as a check.

In discussing the results of such tests with the student, it is suggested that the terms "intelligence" and "mental ability" be omitted, and that such expressions as "ability to do academic work" or "limited vocabulary" be used instead.

Many men and women attend adult-education classes in order to advance in the work in which they are already engaged or to prepare for entirely different occupations. Many have never been employed as civilians and must decide upon what they want to do and for what they are fitted. Consequently, the counselor of adults frequently must give advice and help regarding vocational problems. There are several good vocational-interest inventories that will help in the choice of occupations. The results of mental-ability tests are often used to supplement the interest inventory, to indicate whether or not the individual has the ability to succeed in the occupation in which he thinks he is interested. In fact, the entire cumulative record should be consulted in all vocational planning.

Occasionally failure to become adjusted to the school program is due to some personality difficulty or to poor habits of study. Often a discussion with the student of his problem and the offer of constructive suggestions may suffice in bringing about the desired adjustment. When these methods seem to fail in therapeutic value, the administration of a personality test or a diagnostic test



of study habits or reading ability may be helpful. In such testing, however, the counselor should be particularly conscious of the limitations of the tests and of his own limitation as an interpreter of them. As a rule, only a very general and tentative diagnosis is possible, unless it is made by someone who is a specialist along such lines.

By using tests as the basis of a personal interview with the adult student and by discussing with him in a frank, informal manner what the tests indicate, the counselor may be able to confirm or discredit the diagnosis based upon the test results. When an individual is confronted with his test results, he is inclined to try to explain the reasons for his answers. The more voluble and confidential he becomes, the greater insight regarding him is possible. With the test used only as a point of contact, more significant information may be forthcoming from the interview than from the test performance itself.

The technique of showing test results to the individual concerned and discussing them with him has been suggested several times. Such a procedure might be of little use or might even be harmful when employed with children. It has proved effective, however, with adult students. Many times the counselor has been able to dissuade a student from a plan of action that would have wasted his time and in this way would have ended in disappointment and defeat. Just as often, the knowledge of a test performance has stimulated the student to continue his education and to exert greater effort in order to realize his potentialities.

In the selection of tests to be used in adult education, they should be examined for the following features:<sup>1</sup>

1. Suitability to age, ability level, and background of the person to be examined
2. Validity and reliability
3. Criteria used by the authors
4. Simplicity, length of time, and convenience of administering
5. Ease and objectivity of scoring
6. Experience necessary to interpret the results

<sup>1</sup> For a full discussion of these and other suggestions concerning selection of tests, the reader is referred to Walter V. Bingham's *Aptitudes and Aptitude Testing*, Chap. XVI, Harper & Brothers, New York, 1937.

7. Value as a counseling aid with adults

8. Cost

Administration and Scoring, and Norms for Adult Students. Many tests may be given to groups or to individual adult students, depending upon the number to be tested and upon the estimated degree of homogeneity of the group. Tests used for retesting or checking purposes and those given to students with special problems obviously should be administered individually. The expense may be borne by the school or institution or by the individual student, depending upon budget and general policy.

In a moderate testing program, hand scoring is recommended. Scores may be compared with norms prepared by the authors of the tests in many cases, or with records of local scores made previously. It is very useful in adult education to develop norms within the local program over a period of years. Certain characteristics, such as age and lapse in school attendance, may consistently appear among students year after year, thereby making comparisons within a program more meaningful than comparisons with the published norms of tests would be. When norms for a particular test have been established, there may be some danger of the testing program's becoming formal and rigid. Even though it may mean discarding these norms, so carefully and patiently prepared, experimentation, based upon examining new tests, consulting authoritative material, and studying the programs of other adult education agencies, is recommended.

Standardized tests and tests made by teachers for diagnostic purposes in their subject fields should remain in students' folders, and the results of the standardized tests should be recorded on their cumulative record cards, not to be forgotten, but to serve in interviews between the counselor and the student at future dates. It is important that teachers, principal, and counselor should be equally informed and interested in the testing aspect of a counseling program, in order that the widest use be made of significant results and the maximum amount of benefit be derived for all.

### 3. *Analyzing the Information*

As data are gathered—and the process goes on continuously—it is necessary to analyze each item in relation to all that is known

thus far. To do so involves a knowledge of what the student is striving toward and of what the requirements of his goal are. It involves weighing against these requirements ability, age, and certain obligations that the student may have. The counselor must compare the records from the schools represented. It is frequently necessary to interpret hours, credits, and subject matter in terms of the policies of the local school system. Further correspondence is often required in order to be fair to the student and to conform to the standards of the school. The counselor should compare past performance in classwork and on tests with present achievement and, if great discrepancies appear, he should seek the reason for them. Comments of teachers should be checked impartially with statements made by the students. Evaluation of outside experience requires caution. A full understanding of the nature of the occupational or other experience presented is necessary. Lacking this, the counselor should consult someone who does have it.

Often only tentative analyses can be made and only tentative solutions be decided upon. The counselor frequently must await further developments based upon additional inquiries or student performance.

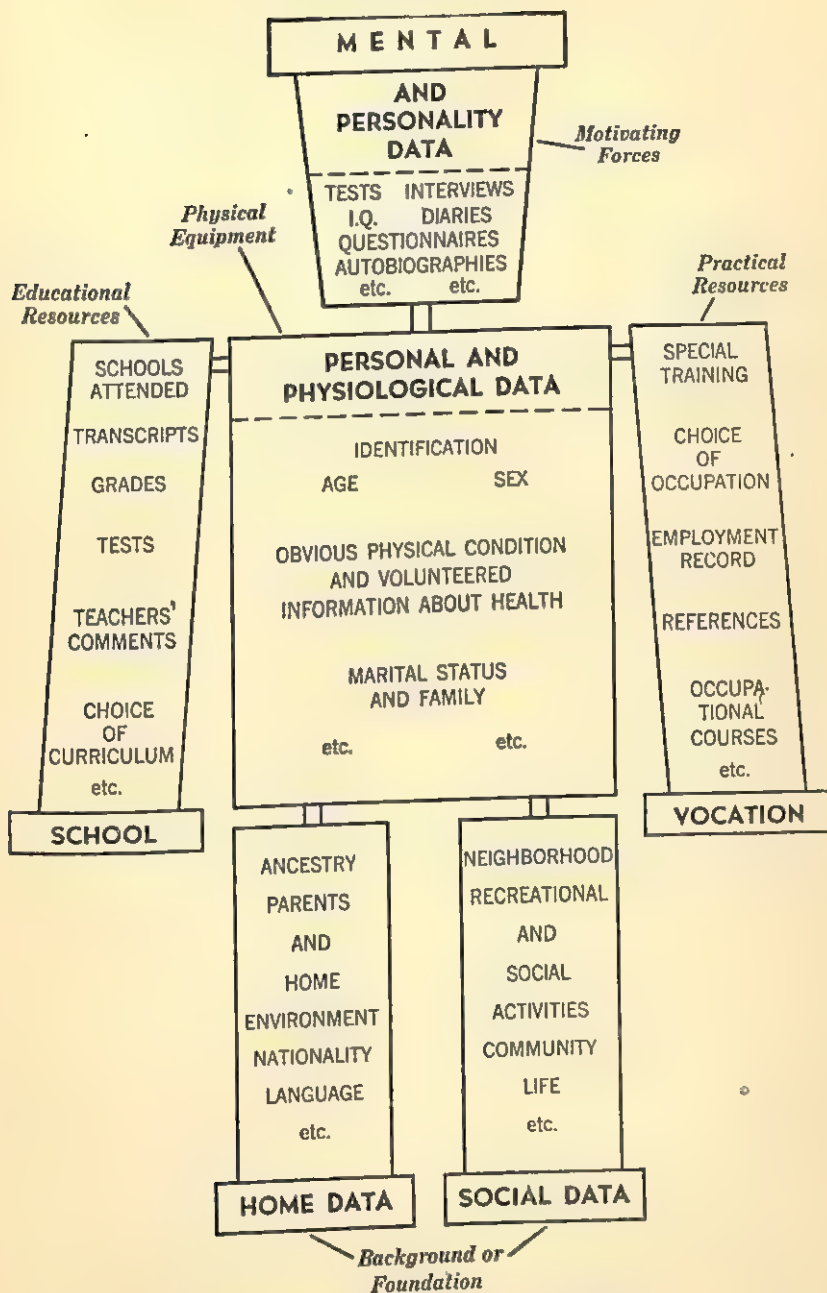
As an aid in analyzing the data, they might be arranged in such a way as to present a composite picture of the individual (see page 89). On page 90 is an Appraisal Guide, developed by Dr. Henry B. McDaniel,<sup>1</sup> that the counselor may use in aiding the student to see the interrelationships of his strengths and weaknesses.

The counselor should confer with other members of the staff—teachers, administrators, and specialist, if one is available. Such a procedure is referred to variously by many authors.<sup>2</sup> Periodic meetings are scheduled for the purpose of considering certain student cases—which need not be problem cases, although they often are; they may be cases that the counselor feels inadequate to handle alone, or in some few instances he may think it best to interpret the principles and policies of the school to fit the case and

<sup>1</sup> Chief, Bureau of Occupational Information and Guidance, California State Department of Education.

<sup>2</sup> Guidance Committee, Koos and Kefauver, *op. cit.*, p. 586; Case Conference, E. G. WILLIAMSON, and M. E. HAHN, *Introduction to High School Counseling*, pp. 214–217, McGraw-Hill Book Company, Inc., New York, 1940; Teacher Conference Plan, DUNSMOOR and MILLER, *op. cit.*, pp. 277–291.

## THE STUDENT<sup>1</sup>



<sup>1</sup>Developed by Paul Klein, Ruth Moffitt, and A.G.H. Kreiss.



APPRAISAL GUIDE<sup>1</sup>

<b>SCHOLASTIC ACHIEVEMENT</b>	<b>WORK EXPERIENCE</b>
Indicate by an X your average grade in each subject.	<i>Employer, Duties, Length of Time, Earnings</i>
F D C B A	
Art _____	
English _____	
Drama _____	
Music _____	
Mathematics _____	
Science _____	
Social studies _____	
Clerical skills _____	
Business _____	
Mechanical _____	
Drafting _____	
Languages _____	
Home Making _____	
<b>TESTS</b>	
<b>INTEREST INVENTORY RESULTS</b>	
0 30 50 70 100	
Mechanical _____	
Computational _____	
Scientific _____	
Persuasive _____	
Artistic _____	
Literary _____	
Musical _____	
Social service _____	
Clerical _____	
<b>ABILITY TESTS</b>	
0 20 40 60 80 100	
Academic _____	
Mechanical _____	
Clerical _____	
Achievement _____	
Adjustment _____	
	<b>SOCIAL ACTIVITIES</b>
	<i>Activity, Duration, Offices Held</i>
	<b>HOBBIES</b>

<sup>1</sup> Developed by Dr. Henry B. McDaniel, Chief, Bureau of Occupational Information and Guidance, California State Department of Education.

wishes official sanction of his interpretation. In preparation for these meetings, the counselor may arrange in the student's folder all available data from every source and perhaps outline the nature of the problem. In discussing the data presented, each member of the group gives his interpretation of them, points out implications

that may have escaped the counselor, offers alternative procedures, and suggests next steps.<sup>1</sup>

#### 4. *Counseling and Working Out a Plan of Action*

The actual techniques of counseling the student and working out a plan of action with him are thoroughly discussed in Chap. 4.

#### 5. *Continued Attention on the Student*

While the student remains in school, he should be checked upon periodically. One interview does not complete a case. The investment of time and material involved in an adequate individual inventory is lost unless results are positive; that is, unless the student moves forward progressively. One interview may cover only one step in this progress. Many steps or stages are frequently necessary before the goal is in sight. It is the counselor's duty to see that these are taken in the right direction. Aside from the consideration of duty or the justifying of time and expense, it is a source of great personal satisfaction to the counselor if his advice improves the situation. Furthermore, many times, successful experience establishes precedence for future cases with other students.<sup>2</sup>

<sup>1</sup> WILLIAMSON and HAHN, *op. cit.*, pp. 215, 216.

<sup>2</sup> LEFEVER, TURRELL, and WEITZEL, *op. cit.*, p. 388.

## *Chapter 7* EDUCATIONAL COUNSELING

EDUCATIONAL counseling is the first of three main areas into which we have arbitrarily divided the whole field of counseling—educational, personal, and occupational. This distinction is made in order to call particular attention to certain counseling services for adult students. While educational counseling is perhaps the most fundamental of the three, in that it provides the “tools” for thought and outlook in discussing with the student his educational plans, the counselor often finds that he may help in ways that have been considered in the chapters on Personal Counseling and Occupational Counseling. We do not lose sight of the individual student as the center of all counseling effort, and the discussion here does not intend to compartmentalize educational counseling in actual practice.

This chapter will emphasize the area of informing and advising students about getting an education. Such service might well be called “curricular,” or “instructional,” or “school” counseling. However it may be called, this particular phase of guidance should help the student analyze his own scholastic strengths and weaknesses and, in view of his analysis, assist him in planning an educational program, both an immediate and a long-term program; it should go a step further and observe from time to time the progress of the individual in the program and help him make revisions and readjustments if these are needed.

### FACTORS AFFECTING EDUCATIONAL COUNSELING FOR ADULTS

In considering educational counseling of men and women, there are certain factors that must be taken into account and that

materially affect the nature of the guidance program. These are the results, in the main, of serving adults rather than children and grow out of a relationship quite different from that established with minors, for whom there are mandatory and custodial responsibilities.

### *Heterogeneity of Adult Students*

The heterogeneous character of adult students affects all planning and activities of adult education, particularly the counseling program. We cannot overemphasize the great variety of backgrounds, ages, interests, and occupations to be found among adults, or the important part that this plays in shaping the techniques of counseling. Students range from illiterates to those with college training, from youth to old age, and from those interested in a general or academic education to those demanding very specific courses related directly to some occupational need. This heterogeneity affects the scope of educational counseling, which may require of the counselor all kinds of services, from dispensing mere information about one class within the school to the complexity of planning a long-term program and helping the student adjust to it.

### *Differences in Rates of Accomplishment*

We are aware of the differences in rates of accomplishment among children, but the situation among adults is more complex because of time, interest, and the purposes that they may have in mind. Also this is affected by ingrained habits of study (or lack of habits of study), attitudes toward formal schoolwork, and long absence from educational institutions. Some adults want short, intensive courses, while some are unhurried and feel that they should allow time for "absorbing" the instruction given them. Some know how to apply themselves and others are bewildered by classroom atmosphere and procedures. Some can attend class every day, while many have only a single night weekly that they can set aside for a program of self-improvement.

### *Voluntary Attendance*

Adults choose the courses that they wish to pursue; they are present when they want to be or when they can; they drop out;



and they change from subject to subject. They congest some classes and ignore others of apparently equal worth. For them a program with a rigid sequence of required subjects cannot be enforced. It may be felt that certain prerequisites are absolutely essential, but many prefer to skip these and get at the heart of the courses that they desire. Voluntary attendance on the part of adults makes necessary great flexibility in the curriculum and also alertness to the changing needs and desires of students. More attention must be given to the arrangement of courses, to the manner in which they are taught, and to the nature of the class activities. For example, short units seem to appeal to men and women students. Teachers have been quick to discard a dry type of lecture for more lively discussion and the use of visual materials with demonstrations. Counseling is challenged to secure greater permanency in class attendance, to get students into the right class with the right teacher, to make evident worth-while goals, to instill appreciation of the inherent values in each course, and to see exactly how the particular class fits into student plans.

#### *Students Already Participating in Adult and Community Life*

While in the case of children much of their education is directed toward the future, among adult students the interests are largely current. There is an immediate and close relationship of guidance to community life and the activities in which citizens are engaged. The services must be of a more practical character. There are greater opportunities for the students' reactions to and help with the courses offered, the nature of each class, and the general program of the school.

#### EDUCATIONAL COUNSELING SERVICES

Educational counseling services may be roughly classified under three headings:

1. Educational information and orientation service
2. Long-term educational planning
3. Educational adjustment service

These services are provided on all educational levels and in all areas—for illiterate adults, for those on the elementary and

secondary levels, for those interested in collegiate opportunities, and for those with occupational emphases.

### *Educational Information and Orientation*

The first of the three services mentioned above may be divided into two parts: that within a particular program to fit the individual, and that having to do with the general educational field. In considering the first part, which is largely orientation, the material in Chap. 3 is pertinent. The counselor must be thoroughly familiar with the entire curricular picture of the school or institution—the courses offered, their length, the prerequisites for various classes, the degree of difficulty of each, and the like. As has been indicated, the presentation of this type of information to the student can be made much more effective if there are available mimeographed leaflets or bulletins describing each course in detail.

Wider resources are needed, however, to help the student become acquainted with the general educational field beyond the confines of the local school in which he is enrolled. Data should be available concerning all kinds of educational agencies—colleges; Y programs; museums; libraries; private, trade, and evening schools; and extension and correspondence courses. Through reference to these, the counselor should be able to tell the student requirements specified for entrance into various schools and curriculums, whether entrance examinations are required, what expenses are involved, and the like. As complete a library of school catalogues and other descriptive material as possible is needed. Although ordinarily these cannot be distributed among the students, they are extremely valuable for consultation and reference purposes. Without such information at hand, the counselor cannot adequately help the student plan a long-term educational program that may take him into other institutions or courses.

### *Long-term Educational Planning*

Students working toward some specific educational goal, whether near or far, demand from the counselor much more attention than merely answers to questions about certain courses. The goals discovered among an average adult-student body are many and varied. One student may be able to realize his within a few

weeks. Perhaps he is taking a "brush-up" course in preparation for an examination a month hence. Another may be making up deficiencies in subjects that are required for admission into a special school or college. Still another may have in view a goal attainable only after two or three years of study, a diploma or degree of some kind. While the student frequently recognizes only one objective or goal, the counselor should possess a wider viewpoint and realize that many times the professed objective is only the first step in a long succession of progressive objectives. Since we believe that education is a lifelong process, it is hoped that every educational counselor, while helping the student attain his stated, immediate goal, will also open for him a wider vista of the educational opportunities and possibilities that await him.

Although concentration on a single objective is necessary, it should not be carried so far that consideration for other values is forgotten. Many times it is the counselor's place to convince the adult student of the value of a well-rounded program or "educational plan." The student may be so engrossed in a specialized field that he has become one-sided to the point, sometimes, of maladjustment. The responsibility of seeing that the student appreciates the need for a well-balanced education lies heavily upon the counselor of adults. If an adult is interested in art or engineering, we can depend on his choosing art courses and mathematics without advice from the counselor; it is the counselor's part, however, to find out what is lacking in the student's background or in his plans for the future and to advise him accordingly. It is necessary to "sell" him on the idea that a general, well-balanced background is essential for success.

### *Educational Adjustment Service*

A very important counseling service is provision for attention to adult students who have special problems affecting the success of their educational plans. Such problems appear in many forms and may be due to many factors, but all such cases require the most careful study and adjustment on an individual and personal basis. To illustrate, six examples will be discussed.

1. *Impossible Goals.* How futile it is to meet a student's enthusiasm and help him plan an ambitious program that will take

him several years to accomplish when certain facts about him point to the impossibility or, at least, the impracticability of attainment! Suppose, for instance, that a man of forty years of age, with a wife and two children to support on a moderate income, is just finishing the eighth grade and announces that he aspires to continue through high school and college, then on to some advanced degree in engineering or medicine in his spare time. True, his education during his youth may have been interrupted because of economic necessity. True, he may be college material as far as mental ability is concerned. What chance, though, does he have of reaching his goal? Practically speaking, there is very little. The discouragement that he would feel sooner or later might destroy all ambition or desire for self-improvement through education. Should the counselor, in order to keep his morale and ambitions high, encourage him? The alternative would be to divert his ambition to a goal more nearly within reach and recommend courses more immediately useful. The student then might continue in school for a longer period and in the end be better educated than if he tried and failed a too-ambitious program.

2. *Faulty Basic Preparation.* An adult student may feel insecure because of faulty basic preparation or lack of education. In the case of the former, the individual may have been graduated from college and may be regarded as an educated person and yet may feel, let us say, that his knowledge of English, or rather his lack of knowledge in the subject, is a great handicap to him. In handling such a case, first of all, the counselor or the teacher should test his ability in the subject, to ascertain whether his fears are imaginary or not. If the test performance shows that his preparation is insufficient or less than the average, various remedies may be suggested. If he lacks average skill in only one or two basic subjects, sufficient time may be spent in appropriate classes to review the subjects and strengthen his understanding of them.

The counselor can do much toward relieving the feeling of insecurity because of lack of education by pointing out that such lack is the basis of adult-education programs, and that education is a matter of both degree and kind. The man who has had little schooling, in the formal sense, may be superior in experience and wisdom to others who possess degrees and diplomas. Lack of



determination to progress may be more serious than lack of education. Such remarks may sound trite, yet they help in restoring self-respect in the adult student and in guiding him to take constructive action toward remedying his situation. Here again tests—especially, tests of mental ability or achievement—prove useful. Since there may be no school records to help the counselor program the student, tests help to determine on which level and in what courses he should be placed. If the student's score is high or even just average, the counselor can use this to combat further the student's feeling of inferiority.

3. *Low-ability Adult Students.* With adult students of low ability, encouragement and tact must be employed in advising changes in courses and in discussing future plans. Almost every human being has something in which he excels. The counselor should make every effort to discover what strong qualities the student possesses and should accord them full appreciation, although the main concern be with certain weaknesses that necessitate some kind of adjustment. Personal interviews with the student and a study of his records from schools and places of employment may uncover qualities that have no opportunity for expression in the classroom. Tests, both verbal and nonverbal, are frequently used and may disclose assets of which the student himself is unaware. Frequently a student whose performance on the verbal type of test is poor scores high on the nonverbal type. His low score on the first type should not be used as conclusive evidence that he is wasting his time in an educational program. Since verbal achievement and intelligence tests usually measure one's ability in only academic work, low scores may be explained to the student in terms of "limited vocabulary" or "limited experience with books" or the like. Direct use of the word "intelligence" should be avoided.

The difference in the performance on each type of test is significant and should be taken into consideration by the counselor as he advises the student. If the student shows little aptitude for academic work, yet has a desire to complete high school, for example, it would be unwise to place him in an algebra class if one in general mathematics would meet his needs and requirements; or in a physics class when one in general science might suffice; or in a course in English literature if grammar review or composition

would be more appropriate. If in the haste of enrollment, the student has been placed in classes unsuited to his abilities, he should be transferred as quickly as possible. A horizontal readjustment may meet the problem of low ability without discouraging or offending the adult student.

4. *High-ability Adult Students.* Frequently we find failure and withdrawal among adult students who have high ability. Of course, many problems not related to ability may be the cause, and the failure may be due to lack of interest or proper motivation. Pedagogy, in attempting to include the wide range of abilities that is found in the ordinary class, directs subject matter and instruction to the student of average intelligence and often fails to provide for the superior student, who, becoming bored, withdraws because he feels that he is wasting his time. Whenever indications of ennui appear, the cause should be ascertained without delay. If the work that the rest of the class is doing is too easy, additional upgrading assignments, such as special reports or research problems, may satisfy the student by offering more challenge to his ability. Perhaps the student feels that it is unnecessary for him to have to take certain subjects that are on the "required list"—and he may be right. Such cases may be referred to a scholarship committee, which could make suggestions as to adjustments in school policy. If the student shows definite evidence of mastery of the required subject, it should be possible to give him credit for the course or to waive it entirely.

Many an adult who has been out of school for some time thinks that some of the requirements have no direct bearing on real life situations or on what he wants to do; but in his case it may be impossible to waive these requirements, because he has no appreciable knowledge of the subject. A careful explanation of the course—the objectives, content, results, usefulness, and reasons for its being required—made in terms of a layman, not of a pedagogue, may engage his interest in the subject, or at least secure his tolerance toward it.

5. *Motivation.* The fault may lie not in the instructor or the subject matter, but within the individual. He may lack the incentive or the drive that is needed to work for a goal worthy of his abilities. In such cases, an attempt should be made to help him become

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aware of his potentialities and to encourage him to work up to his capacity. An explanation of test results, with certain reservations, however, may give the necessary feeling of self-confidence and the stimulus to make the most of his abilities. The counselor may discuss with him various opportunities both in higher education and in occupations that are available for capable and well-trained persons. Interviews between the student and some person successful in the particular field that interests the student may be arranged. Finally, when the counselor has succeeded in arousing interest in studying and improvement, a challenging program that will sustain this interest should be planned.

The matter of motivation in adult education is an extremely important one because attendance is purely voluntary. Lack of interest will likely result in students' dropping out, in wasted opportunities, and in social loss. The closing of classes and a moribund program are other obvious results. Indecision is still another negative factor that is found frequently among adult students. It is usually the man or the woman who is somewhat timid and uninformed about educational or vocational opportunities who finds it difficult to make up his mind and embark with determination upon some definite plan of action. Although we believe that the counselor should allow the counselee to make his own decisions after the facts have been set before him, there are instances when the student is so vacillating that, if any action is to be hoped for, the counselor must suggest what to do and how to do it.

6. *Studying Habits.* Of more common occurrence, and lying within the counselor's ability to correct, are all kinds of poor study habits among adult students. These may be the result of long absence from school and situations requiring study and concentration or they may be carried over from poorly acquired habits in previous schoolwork. It has been well established that the difficulty many adults experience in learning new things is due to the fact that they are unaccustomed to applying themselves to learning situations, rather than to any lack or decline of mental power in themselves. Help may be given these students either individually or in small groups. Close observation of the way the student approaches an assignment, interviews with him, the use of study-habits check lists, and conferences with teachers may uncover the

trouble. It may be some single weakness, such as poor reading, insufficient allowance of time on assignments, carelessness, inability to concentrate, inexperience in library procedures, ignorance of outlining or of note taking; or it may be a combination of these deficiencies. Suggestions as to how to allot one's time and where to study to avoid annoyance and interference; simple training in efficient use of library facilities; special assignments in note taking and outlining; exercise in reading, both for speed and for comprehension, will undoubtedly be of much value in improving the student's performance. A careful diagnosis of the difficulty should be made, for there may be psychological factors that are contributing to the student's failure.

In addition to these special cases, there are adult students on all levels of ability and ambition who need help in adjusting to study and to classroom work. Environmental conditions and physical defects may often be found to be the underlying causes of the study difficulties. Such hindrances as poor lighting and ventilation or noisy and inappropriate places in which to study may, when discovered, be remedied. Headaches and eyestrain may be overcome if the student seeks and follows competent professional advice.

#### THE CURRICULUM AND EDUCATIONAL COUNSELING

A discussion of educational counseling would not be complete without some comment as to the curriculum, and in order to discuss adequately this relationship, it is necessary that we agree upon how broad and extensive is our concept of the term. The curriculum, in our opinion, embraces the entire organized program of educational activities and experiences of the school or institution. Under this interpretation, counseling is as much a part of the curriculum as is classroom instruction in mathematics, for example. It is important, also, in considering the guidance program to recognize that the curriculum includes educational activities and experiences carried on outside of, as well as within, the classroom. Such extra-classroom activities are mentioned in Chap. 8.

Counseling might be considered a handmaiden to the curriculum, in that it exists only in order that each student may make the best choices in the selection of courses and activities set up by the



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school authorities. A second emphasis has to do with the contributions that the curriculum can make as a guidance device—the curriculum as an avenue through which adjustment and development are accomplished with adult students. We are interested here, however, in a broader contribution that a well-organized guidance program makes in modifying and improving the curriculum, as the needs of adults are uncovered by counselors and teachers—and by adult students—and as suggestions are passed on to the administration. We believe that this need be no hit-and-miss, informal process, but a planned, active, alert, and obligatory function in curriculum improvement.

Professional literature has many suggestions and theories in this direction. The cumulative method of enriching the curriculum is an example. In adult education, adding new subjects is common practice, but in most cases this is done in an effort to attract students, and the subjects added bear little relation to a common, integrated pattern. Usually there is no attempt so to relate them for the individual student. Another common practice in curriculum improvement is through individualization of the program—setting up courses in terms of the needs of individual students. Often through the use of standardized tests, fundamental needs are uncovered with greater scientific accuracy. Another suggestion is the use of good new textbooks as a means of introducing new life and ideas or making a new approach to subject matter. Adult students often purchase their own books and like to keep them for future reference. If the books are not too expensive, this plan has merit and need not force a rigid curriculum pattern as in the case of the day school for minors, where books are adopted and purchased by the school system, to be used for several years without change. Other methods of curriculum improvement in day schools are the development of “core” and auxiliary subjects, and the center-of-interest plan. Intelligent counseling with adults should capitalize on the ambition of individuals, hoping to arouse interest in many auxiliary and related courses, and even in prerequisite subjects that will lay a proper foundation for later study.

All the suggestions made above have merit in adult education. We might add, however, that in a practical situation, the teachers of adults and the adult students themselves are the best sources of

ideas and help in curriculum-counseling improvement. In a later section of this chapter, some devices for encouraging such participation are presented.

#### EDUCATIONAL COUNSELING ON THE ADULT ELEMENTARY LEVEL

Adult elementary education meets the needs of a great variety of students, whose educational backgrounds may range from no school experience at all to considerable special training, with gaps in the knowledge of certain "tool" subjects. Some adults enroll to learn to read and write and to be able to use numbers, for they have never learned these skills. Others, who have started but have not completed their elementary education, may be interested in an eighth-grade diploma. There are those who have been educated in foreign countries and who wish help with their language study. Frequently high school or college graduates enroll to take one or more subjects that they have forgotten or that they never learned accurately; for example, grammar, percentage, or decimals. There are individuals preparing to take some type of examination for a new position or for a promotion where tool skills are needed.

Because of the heterogeneity of students, each one of whom may have a different problem, almost individual attention is required of the counselor and the teacher. Adults who are attending school for the first time must be approached differently from those on higher educational levels. These students, at first, may be timid, apprehensive, even suspicious. They may suffer from inferiority complexes caused by their lack of education. Definitely they need all the advice and help that the counselor can give them. Usual methods of enrollment and obtaining information, such as entrance or personal questionnaires, school records, and the like, may have to be discarded in favor of personal interviews exclusively. The counselor will need much patience and tact in gathering necessary facts, which may be forthcoming only after the complete confidence of the individual is obtained. Often, to accomplish this requires several interviews.

Tests have been discussed in Chap. 6, but mention should be made here of certain phases of testing particularly useful among adults on elementary level.

1. The average adult whose education is meager has, never-

theless, through the years acquired certain knowledge in his contacts and experiences as an adult. His work may have required some mathematical computations. Radio and motion pictures have provided acquaintance with current affairs and historical material. Newspapers are another avenue for self-education. A simple comprehensive test given to such students will reveal weak spots as well as certain strengths in terms of education from this background. Much time can be saved for the student; he can be encouraged through his strengths; and counselor and teacher will have an accurate picture of him and his possibilities.

2. For the student who has had a more adequate education and who comes in to review a single subject, his performance on a diagnostic test will corroborate his belief as to his weakness in this field, and in addition may reveal some other area that needs further attention. For example, he may be aware of his weakness in mathematics because this has been uncovered in his work or in his study of radio, let us say. However, the test may also indicate that his English is faulty and should be reviewed.

3. With all sorts of questionnaires, forms, and even tests now being required in many lines of business and government work, it is important that an adult should learn to handle such papers, be able to read and follow directions, and fill out blanks readily and with ease. Many adults with little educational background are overwhelmed by the formidable appearance of such "documents," become confused, and do not perform according to their real capacity. Frequent use of various types of such forms and tests, under the instructor's guidance, brings familiarity and self-confidence. There are unlimited civil service examinations and other examination forms available, and the collection and use of these has proved to be a practical and valuable service to adult students.

Articulation with other or higher areas of the adult-education program is a very important counseling service. Naturally the educational counselor encourages adult students who complete elementary education to continue on to high school and beyond. However, the counselor would be unwise to recommend that everyone of them undertake a high-school course, as a blanket recommendation. The age, ability, and circumstances of each student

should be considered. Continued education does not necessarily mean an academic program. A student may profit more through specialized courses related to his occupational, leisure-time, or domestic interests than he would by following the more or less stereotyped academic curriculum. We recognize, however, the liberal trend of the modern high-school program, and for many adults, through wise counseling, this provides freedom for both specialization and general background. Articulation of Americanization and literacy programs with other areas of adult education is also a function of educational counseling. Too often foreign-born adult students remain closely dependent upon some kind and sincere Americanization teacher when they should be making educational contacts on a wider basis through classes on higher levels or in other areas. For example, in one counseling incident, a member of an Americanization class was found to be treasurer of a local national group and was encouraged to enroll in simple bookkeeping. The counselor made the contacts and introductions and explained privately to the bookkeeping teacher the limited English background of the prospective student. Close attention should be given especially to those who have attended Americanization classes for some time as to the possibility of working toward completion of elementary or higher education. It is important to remember that many foreign-born adults are persons of education and background in their native lands and that, when the handicap of language has been overcome, they can move to the highest levels of participation in the adult-education program.

#### EDUCATIONAL COUNSELING ON THE ADULT SECONDARY LEVEL

Most education for adults is organized on what might be termed the secondary level. While it is not the purpose of this volume to undertake a discussion of the theory or scope of secondary education, we might suggest that, for adults, secondary education seems to serve three general groups: (1) men and women who wish to complete a formal high-school education; (2) those who wish to prepare for college and, if there are local facilities available, to secure as much education on the college level as time will permit; and (3) those who do not seek diplomas or credits, but feel the need of special, applied, or general courses on the secondary level.



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### *Secondary Curriculum for Adults*

Shown in full on pages 106 to 111 is a handbook prepared for teachers of the San Diego Evening High School, a four-year secondary school set up for adults and accredited to the University of California. In general, the purpose of this handbook is to explain the policies and procedures of this school in regard to a high-school diploma for adults. The assumption is that, placed in the hands of each teacher, after faculty discussion, it will give each one a background for talking to individual students as various questions arise about their courses and plans. It is understood, of course, that students are referred to the counselor in working out or changing their programs, but most of the general questions are taken care of through these teacher contacts. Another purpose of the handbook is that in it each teacher will see the place of his or her subject in the entire school curriculum.

SAN DIEGO CITY SCHOOLS  
SAN DIEGO EVENING HIGH SCHOOL  
*High-school Diploma for Adults*  
POLICIES AND PROCEDURES

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#### PURPOSE OF THIS BULLETIN

This bulletin is in the nature of a handbook for teachers and counselors of adult students who are interested in securing high-school credits or working for the high-school diploma.

#### GENERAL REQUIREMENTS FOR EVENING HIGH-SCHOOL DIPLOMA

##### *Credits:*

Thirty-two (32) semester credits are required for a regular high-school diploma; twenty-four of which must be taken from among 10th-, 11th-, and 12th-year courses.

##### *Residence:*

Students qualifying for a diploma must have been in residence for one quarter or more of the last year, while earning a total of four (4) credits, two (2) of which must be in academic subjects. However, on the recommendation of the counselor and the principal, in special cases, this requirement may be reduced to two (2) academic credits.

##### *Attendance:*

Credits are granted on the basis of quality of work and hours of class attendance. A course taken for four (4) hours per week will require a

semester of 18 to 20 weeks for completion, ordinarily. In terms of hours, 60 to 85 hours of class attendance are required.

In the event of illness or other unusual circumstances, students should consult both the instructor and the counselor to make arrangements for making up the work missed.

### *Majors:*

Two majors are required. The first major, English, requires eight (8) semesters of work which may include English Grammar, Literature, Speech, Business English, Creative Writing, Journalism, English Review, Drama, News, and Debate.

The second major is an elective, requiring six (6) semesters of related work in one of the following fields:

Art	Mathematics*
Commerce	Music
Foreign language	Science
Home economics	Social studies
Industrial arts	

\* One year of Mechanical Drawing may be counted toward Mathematics major.

### *Practical Experience:*

In many cases outside work experience may be counted toward satisfying, in part, the above-mentioned requirements.

### *Subject Requirements:*

English: Required major taken consecutively in 9th, 10th, 11th and 12th grades . . .	8 credits
U.S. History and Civics . . . . .	3 credits
Science . . . . .	2 credits
Music or art . . . . .	1 credit
Home economics (all women students) . . . . .	2 credits
Second major . . . . .	6 credits
Electives . . . . .	Remainder
Suggested Electives:	
One foreign language . . . . .	4 credits
Mathematics . . . . .	4 credits
Total credits required . . . . .	32.

### *Scholarship Rating:*

A. . . . .	Superior	D. . . . .	Barely passing
B. . . . .	Better than average	F. . . . .	Failure
C. . . . .	Average	Inc. . . . .	Incomplete

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### *Requirements for College-preparatory Work:*

1. Acceptable scholarship standards must be maintained.
2. The program of the student is planned around the requirements of the college which he plans to enter. The student or his counselor contacts the college chosen for general and specific requirements.
3. General college-entrance requirements include  
Science: 11th- or 12th-year laboratory science.\*  
Language: Two years of a foreign language.\*  
Mathematics: One year of Algebra and one year of Geometry.\*

\* One year additional work in *one* of the fields listed above.

### REGISTRATION PROCEDURES

#### *All Students Working toward Diplomas should*

1. Register for credit through the office and have a conference with the counselor.
2. Check with and receive the approval of both teachers and counselor as to their final programs before registering in the classes.
3. Furnish the counselor with full information as to previous schooling so that there will be no delay in securing accurate records.
4. Consult the counselor within the first three weeks of the semester and make sure the approved program is on file in the office.
5. Seek the help of the counselor whenever they feel the need.

### SUGGESTIONS FOR TEACHERS

#### *Check Enrollment*

All teachers should carefully check with students at the beginning of the course to make sure that all who wish credit are properly enrolled through the counselor.

#### *Course of Study*

San Diego City High Schools' official courses of study should be used in all the classes set up for credit, and their standards maintained.

#### *Grade Cards*

Important and vital information concerning adult students is contained in the questionnaire on the back of the grade card. These facts are useful and needed for future reference. Therefore, special consideration should be given to the filling out of grade cards.

### COUNSELING SERVICE

The counseling services and responsibilities, in general, include

*Interviews*

A counselor is available to discuss and plan with students immediate and long-term educational programs according to their backgrounds and abilities.

Students may at any time consult the counselor about educational or other problems.

Frequent check-ups are made to determine the progress students are making in order to make timely changes and help the student adjust to classroom situations.

*Permanent Records*

For every student working toward a diploma a folder is maintained which contains the following information about the student:

- An educational plan

- Records of any tests taken by the student

- Personal-data questionnaire

- Transcripts of records from previous schools

- All grade cards for work completed

- Letters of verification for evaluated outside study and experience

- All additional pertinent material

*Teacher Contacts*

The counselor is available at all times to discuss with teachers any problem concerning students: dropouts, absences, and other items the teachers may wish.

*Scholarship Committee*

The faculty scholarship committee, which, under the direction of the principal, acts as a central guidance council for the school, is composed of the principal, certain faculty members, and the counselor.

*Student-body Council*

The counselor acts as advisor for the Student-body Council.

*Orientation*

The counselor plans with the various teachers to orient students to their programs of study and help them bridge the gap between previous school training and present.

In some cases she may arrange for a short period of review in various classes before the student continues with advanced work; in others she may recommend that a class be repeated in its entirety. The latter recommendation may be necessary if the student is preparing for college.



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### EVALUATION PROCEDURES

#### *Practical Experience*

In many cases outside work experience may be counted toward satisfying in part the requirements for a high-school diploma. Evaluation of practical experience is governed, in general, by the following policies.

1. No student shall receive more than six credits in any one field.
2. No student shall receive more than four credits in any one subject.
3. Wherever possible, the practical experience shall be classified into the various subject fields corresponding to those in the curriculum of the school.
4. All possible information shall be secured in the form of letters or other written data indicating the training and the amount of time spent in each field. At the discretion of the principal, a period of class attendance, examination, or performance may be required.

#### *Foreign Transcripts*

In the case of a foreign transcript, the individual shall be considered apart from any other evaluation case.

1. The student may spend some time in classes similar to those taken in foreign countries, and the grade and credit will be recommended by the teacher for that particular subject.
2. In individual cases, comprehensive tests may be administered to determine the grade and credit for a particular subject.

#### *Foreign Language*

The allowance made for native foreign language is a maximum of four credits. However, when two languages are written and spoken fluently, it may be possible to allow a total of four credits in each language. Allowance shall be based on the recommendation of the language teacher, who should consider similar language classes offered in the school as a guide in making the recommendation.

#### *Academic Subjects*

The only evaluation recommended in the academic fields is in the case of a foreign transcript.

#### *Nonaccredited Schools*

In evaluating credits from a nonaccredited school, the same procedure used in evaluating practical experience is recommended.

#### *United States Armed Forces Institute*

For students who have established residence, credits for courses successfully completed under the Armed Forces Institute may be counted toward satisfying the requirements of a high-school diploma.

*Scholarship Committee*

At the discretion of the principal, credits to be evaluated may be referred to the scholarship committee.

*Military Credit*

High-school credit may be given for certain military training courses, according to the recommendations of the American Council on Education.

Mr. Paul Klein, *Principal*

Mrs. Ruth E. Moffitt, *Counselor*

The curriculum, as outlined on pages 106 and 107, in regard to majors, credits, residence, and the like, is consistent with that of the other (day) high schools of the school district and conforms to state regulations. However, as will be noted throughout the handbook, emphasis is placed on adjusting the program to the individual adult student. Attention is called to pages 108 and 109, on which a brief "job analysis" of the counselor's position as it relates to students interested in a high-school diploma is shown. This is considered to be a "service" position for both faculty and students, and suggestions are encouraged to increase its usefulness.

*Educational Counseling on the Adult Secondary Level in Practice*

The impression must not be given that most men and women enrolled in adult-education classes are seeking credits or working toward a high-school diploma. Quite to the contrary, records show that, even when a well-established high-school department is available and known, not over one in ten adults are so enrolled. However, the numbers are sufficiently large and the service is so important that care must be exercised to see that every safeguard is set up. Mr. V, a successful man in his thirties, who has advanced in public service to a position of some responsibility finds that a high-school diploma will be needed if he is to go further. He has had, perhaps, two years of high school in his youth but, during the intervening time, has taken correspondence courses, done considerable reading, attended short in-service training courses, and the like. Mr. R, just twenty-one and just out of the service, where he had some unusual radio experience, wants to clean up that last year of high school, brush up on some higher mathematics, and enter technical school or college. Miss VV, a stenographer with

about a year and a half of high school before going to work, wants to finish high school and perhaps take a little college secretarial training. We have the records of hundreds of such cases that could be cited—all earnest, ambitious men and women who feel that the American standard of a high-school education is the minimum for their personal plans. Adequate freedom to meet individual interests is provided through the nine “majors” (listed on page 107 of the handbook), from which a selection may be made. For example, a man with much practical experience will find that an industrial-arts major gives recognition to this experience and, at the same time, permits further education in mathematics, drafting, and other related subjects.

In our experience, it seems that a surprisingly large number of adults, younger ones, plan to go on to college—and really do so. Therefore, we have developed our counseling procedure so that these, too, receive adequate attention. Suggestions are indicated on page 108 of the handbook. The most important steps are (1) to be sure to uncover all men and women students who have such plans; (2) to analyze with them their backgrounds, in order to be certain that higher education on the college level is advisable and pertinent to their real needs; (3) to make contact with the particular college, to see that the student is meeting all requirements and prerequisites, so that there will be no delay or disappointment later.

The majority of adult students enrolled in an evening secondary school are, as has been indicated, interested primarily in the training provided through the courses they are taking—not in credits and diplomas. It is for this majority that the counseling program has responsibility in what might be termed “educational planning.”

Regardless of whether the student is or is not interested in a high-school diploma, preparing for college or any higher institution, an *educational plan* appears to be the most effective counseling device for getting before him a comprehensive working plan or picture of what he has in mind, the various factors involved, courses to be taken, and future steps leading toward the final goal. About the simplest way to do this is to make an outline, developed together in conference—both counselor and student making notes. The counselor’s copy may be kept in the student’s folder. Page 113

shows a sample of a brief preliminary analysis. For students working toward a diploma, the simple mimeographed form shown on page 114 is used with good results. This can be quickly filled out in

*John Doe*

### *Educational Plans*

*Goal: To take some engineering courses so as to advance in city engineer's office.*

*Immediate Goal: To secure a high-school diploma.*

*Background: 34 years old. Married, 2 young children. Draftsman in city engineer's office for past 6 years. Previous intermittent jobs at city shops, truck driving, drafting, etc.*

*Schooling: Completed 11th year of high school, plus 2 drafting and 1 shop math. courses at night school (here).*

### *Immediate Steps:*

- 1. Enroll in our Review Math. until instructor can place you in regular classes, as Geom., Trig., etc.*
- 2. Also start your required U.S. History & English.*
- 3. Bring in letters & verification of work experience for possible credit.*
- 4. Look over a few of the engineering books in library here.*

*Plan to come in and see me in about two weeks.*

*Ruth Moffitt  
Counselor*

duplicate, with a copy for the student and one for his folder in the counselor's file. It has the advantage of showing current standing—what is completed, what he is working on, and what he has yet to do—and, of course, can be revised from time to time as progress is made. Attention is called to Chap. 6, The Individual Inventory, in which the complete case is discussed. Attention also is called to earlier sections in this present chapter on high- and low-ability students and other factors that should be kept in mind.

There is another service through which the educational counselor will come close to the adult students who are in the diploma or college-preparatory group, and that is in connection with senior-class activities and graduation exercises. Men and



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## COURSE SHEET

Name: *Mary Doe*Date: *2-1-45*

English (8 cr.) <i>I, II (taken at Decatur H. S.)</i> . . . . . 4 <i>III (Plainsville H. S.)</i> . . . . . 2 <i>Creative Writing (Univ. Extension)</i> . . . . . 1	<i>needs 1 semester's credit in English</i>
U.S. History (2 cr.) <i>U.S. History (Plainsville)</i> . . . . . 2	<i>O.K.</i>
Citizenship Problems (1 cr.)	<i>needs 1 credit</i>
Science (2 cr.) <i>General Science (Decatur)</i> . . . . . 2	<i>should have 2 credits in lab. science (Biology)</i>
Music, Art or Speech (1 cr.) <i>Orchestra (Decatur)</i> . . . . . 1	<i>O.K.</i>
Home Economics (Women) (2 cr.) <i>Sewing (Decatur)</i> . . . . . 2 <i>Home Nursing (Red Cross)</i> . . . . . 1½	<i>O.K.</i>
Second Major (6 cr.) <i>Commerce</i> <i>Shorthand (Plainsville)</i> . . . . . 2 <i>Typewriting (Plainsville)</i> . . . . . 2	<i>needs 2 credits (possi- bly from work experi- ence)</i>
Electives (8 cr.) <i>General Math (Decatur)</i> . . . . . 2 <i>Ancient History (Decatur)</i> . . . . . 2 <i>Mod. &amp; European History (Plainsville)</i> . . . . . 2 <i>Spanish (S.D. Evening High School)</i> . . . . . 2	<i>Possible evaluation of 6 years' office experi- ence: typing, short- hand, filing, office prac- tice, etc.</i>
Completed	Yet to do
26½	5½-6

women who are to receive diplomas at the end of the school year may be organized into a senior, or graduation, class with all of the benefits that such association brings to youth. Programs may be planned, class dinners or parties arranged, officers elected, and many other activities carried on that allow wholesome student participation. Graduation exercises may be developed along educational lines. Examples taken from past exercises of the San Diego Evening High School are

- June 1937: Debate . . . . . Adult Students  
Resolved: That Congress Should Pass Laws Prohibiting  
Strikes in Essential Industries
- June 1938: Trialogue . . . . . Adult Students  
Topic: "What Effect a 'Third Party' Will Have in  
National Affairs"
- June 1941: Sketch . . . . . Adult Students  
Theme: Horizons of American Democracy
- June 1943: Sketch . . . . . Adult Students  
The March of Freedom (The Four Freedoms)
- June 1944: Talk  
"Tuning in on Ourselves" (Personal Adjust-  
ment) by Irvin S. Gress, Director of Guidance,  
Altoona School District, Altoona, Pennsylvania

We shall not attempt to present a discussion of junior colleges or college education for adults. However, we should like to call attention to the widespread adaptations of college work within adult education during the past few years. These appear in various forms and under various names, such as adult evening colleges, evening junior colleges, and "city" colleges for adults. The San Diego Evening Junior College, organized in 1939 under regulations of the California State Department of Education, has demonstrated the worth of providing for employed adults educational opportunities on the college level in the evening. Below are excerpts taken from the 1945-1946 bulletin of this institution:

This center provides an opportunity for adults eighteen years of age or over, who are employed in the daytime, to take regular lower division college work at night. . . . Work at this center is designed for four groups of students:

- a. Those who desire two years of general college education leading to an Associate in Arts degree

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- b. Those who plan to continue on in third-year work and who hope eventually to earn a Bachelor of Arts degree in some four-year college
- c. Those who feel the need of broadening their general educational backgrounds
- d. Those who are interested in special training in specific fields on the collegiate level of value in their present or future occupations

There are five curriculums available:

- a. *Mathematics and Science*, designed to serve as preengineering training
- b. *Science*, affording a background for, premedical and prenursing training
- c. *Commercial*, offering general secretarial training
- d. *Homemaking*
- e. *Liberal Arts*, including many required lower division subjects

Military Credit:

Junior-college credit may be given for certain military training courses, according to the recommendations of the American Council on Education.

Counseling Service:

Counseling service is provided to help students analyze educational needs and goals.

As many of the students who enroll in the San Diego Evening Junior College have not been attending school for a period of time, special attention is given to bridging the gap in attendance and in helping each student adjust to school environment.

### *Social Literacy and Educational Counseling*

Another field in which the educational counselor has responsibility with adults is that of promoting social understanding. Education is incomplete if attention is given only to technical and "tool" subjects, while social and civic areas are neglected. As the counselor assists students in selecting courses toward some goal, there is opportunity to suggest forums, discussion groups, and classes that contribute to social literacy.

### EDUCATIONAL STANDARDS

While educational counseling is concerned primarily in fitting the program and curriculum to the needs and interests of the individual student, one cannot lose sight of certain standards that must be maintained if the school is to secure and retain recognition among educational institutions.

*Relations with Higher Institutions*

Though the number of adult students who work for diplomas and go on to higher institutions may be small in proportion to the total enrollment of adults, nevertheless, for these students, the greatest care should be exercised by the counselor in handling their particular cases. The counselor should see that all prerequisites are met, standard courses of study are covered, full class and study time is spent on each, and all proper records are preserved. Graduation requirements should be checked; adequate preparation should be made for regents' and other entrance examinations where required; and early contact should be with the particular college or special school in which the student expects to enroll. Finally, the educational counselor may have a problem in getting the adult student to see that all this is for his protection and benefit and in gaining his full interest and cooperation.

*Student Backgrounds*

One of the most difficult tasks in educational counseling is evaluating in terms of school units and credits the background of practical experience and special training of men and women who are working toward diplomas, and, at the same time, maintaining the standards of the educational institution. Obviously, a pusillanimous attitude that allows credit for almost any sort of experience and that makes no objective check on ability or performance not only lowers the standing of the institution, but in the long run, is unfair to the students. The evaluation procedures as outlined on pages 110 and 111 of the handbook for teachers are the result of several years' experience. With the aid of a faculty scholarship committee to whom special cases can be referred, standards are safeguarded in the evaluation of outside experience.

*Educational Red Tape*

Educational red tape, in the opinion of Williamson and Darley, is often the cause of student maladjustment,<sup>1</sup> and this is particularly true among adult students, who are quick to question the need

<sup>1</sup> WILLIAMSON, E. G., and J. G. DARLEY, *Student Personnel Work*, pp. 200, 201, McGraw-Hill Book Company, Inc., New York, 1937.



for regulations and arbitrary procedures. The educational counselor is, therefore, often in a quandary in trying to reconcile the process of fitting the program to the individual student and in adhering to the system and standards necessary for operating a school in an organized and orderly manner.

For example, "residence" for a reasonable period in which to become acquainted with the student, to learn what he can do, his abilities, and his mastery of the various required subjects is absolutely necessary if the school is to take the responsibility of recommending him to a higher institution as being qualified for further training. Such residence must be in terms of both time spent in the school and successful completion of a minimum number of credits or courses. Attention is called to page 106 of the handbook mentioned above.

Insistence on certain required subjects is often difficult to explain to adult students. Yet in the development of education, research and experience have revealed the value of certain background material as prerequisite to further training and essential to breadth and balance of understanding.

No devices in education have been so widely condemned as have marks and reports on subjects taken, and it is probable that no wholly satisfactory solution of this problem will ever be reached. But if a record is to be kept and if other schools, employers, or business houses desire information as to the nature and quality of the work that the student has done, there must be some arbitrary—and artificial—method of indicating them. The intelligent counselor, however, can make positive use of such devices by interpreting marks and reports to the student in terms of the true meaning of the work done.

It is not uncommon for teachers of adults, where marks and credits are used, to average a little higher than normal on the ones given. This may be an unconscious tendency arising from the fact that they are impressed by the serious purpose of these mature students who devote their spare time to self-improvement, and it may be that we need different "norms" for men and women than for younger students. Certainly the whole system of grading and marking might be the basis for interesting and worth-while research in the field of adult education, especially if it is approached

without preconceptions gained from experience with boys and girls.

The use of report cards for adult students might be the basis for an equally important study. While adults appreciate them, we believe that the greatest value lies in their use as a counseling device.

#### PRACTICAL SUGGESTIONS

Educational counseling is a process carried on between counselor or teacher and student, and the suggestions given in this section are for the purpose of making that relationship more effective. There are many devices mentioned in Chap. 3, *Orienting Adult Students*, that are essentially educational in character. For example, handbooks and school bulletins indicating the entire curricular offerings and relationships, the major objectives, and the program as a whole are essential aids in educational counseling.

A short series of educational or school forums may be organized from time to time and addressed to four or five specific educational problems of interest to adult students. First on the series—or last—may be an over-all picture of the curriculum, the educational services, and the general program of the school or institution. The forum technique includes a presentation of the particular problem, followed by questions, challenges, discussion, and suggestions from those present. It should be publicized and open both to students enrolled in the school and to the men and women of the community. Experience indicates that the objectives and values resulting from such forums are that (1) they give adults a clearer understanding of the school program and its offerings and services, and an opportunity to clear up certain questions; (2) they indicate to the faculty student reactions, gaps in the program, and courses and services that need to be added or modified; (3) an important result is the friendly cooperative feeling between students and faculty that is engendered by frank and open discussion of school problems and policies. Finally, such discussions lead to many interviews and individual counseling conferences.

An educational counseling "clinic" is a suggestion that merits attention as a procedure for helping adult students. It may be planned as a part of preregistration week activities,<sup>1</sup> or be held

<sup>1</sup> See Chap. 3.

during the summer. Tests may be given, case histories worked out, and educational planning carried on in a comprehensive manner with each individual. Some of the teachers can be selected to be members of the clinic staff, together with any counselors and other specialists that are available. While the authors have not had experience with this, it appears to have possibilities as another device for encouraging adults to come in and talk over their educational plans and problems in an organized and careful manner. Another approach that seems to be attractive to adult students is to invite them in for an educational checkup. This would be an appeal analogous to a physical checkup made periodically. A sort of educational inventory, it might include a listing of educational assets (and liabilities) and the working out of plans and other positive remedial measures.

We have frequently used the term "educational job analysis" with adult students in educational counseling. It carries much the same meaning as in vocations—an analysis of what the individual student's "job" is if he wishes to be successful in certain plans or ambitions that he may have.

#### STAFF AND STUDENT ASSISTANCE

In the improvement of educational counseling and in the enrichment of curricular offerings, genuine interest and participation of every member of the staff who has any contact with students are absolutely essential. The latter must feel that the administration welcomes suggestions, that sincere consideration will be given to their ideas, and that the success and welfare of the program is bound together as a cooperative venture.

A device that has resulted in faculty interest and help has been the sending out of a brief questionnaire near the end of the term, asking suggestions about classes, changes, new courses, services to students, and other ideas for the improvement of the program. It has been found very effective to follow this by a faculty meeting, where especially interesting contributions may be reviewed and discussed. Many worth-while changes have been made as a result. Another device has been to send to the faculty brief "reviews" of new ideas, asking very informally for individual reactions to these ideas.

As further devices, experiments suggested by the faculty may be set up; special educational and counseling committees may be formed to handle scholarship items, the library, improvement of adult study habits, and curriculum revision. Pages 121 to 123 illustrate a course-of-study sheet developed by a faculty committee, which has been found very useful in outlining new and experimental courses, to be undertaken on a trial basis.

Adult students are mature; they have judgment and intelligence; they have community contacts, interests, and experience that make their advice and suggestions worth while in improving educational and counseling services. Numerous examples might be given to illustrate the point that the greatest strength of an adult-education program lies in an active, cooperating student body.

#### CONCLUSION

There are two comments on educational counseling that should be emphasized at the conclusion of this chapter. The first is that educational counseling—and the educational counselor—occupies a particularly unique and favorable position in the whole adult-education organization. Such service is accepted by adult students. They have no hesitancy in seeking advice and help as to their courses and educational plans. Having made this natural contact, the counselor is then in a position, as acquaintance and confidence ripen, to be of assistance in broader and more personal areas.

#### COURSE OF STUDY (Preliminary form)

Name of course: \_\_\_\_\_

Planned length of course: \_\_\_\_\_ in weeks, \_\_\_\_\_ in total hours

For whom intended: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Educational objectives: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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**Outline of course—arrange by units and in proper sequence:**

[illegible]

Teaching methods, special projects, and devices to carry out objectives of this course: \_\_\_\_\_

[illegible]

Student activities to carry out objectives of this course: \_\_\_\_\_

Teaching materials—be specific and explain fully: \_\_\_\_\_

Type of equipment and room needed: \_\_\_\_\_

Expenses: \_\_\_\_\_

Date submitted: \_\_\_\_\_ Name: \_\_\_\_\_

The second point is that this confidence and respect must be maintained at all costs—particularly that we must strive to keep the advice given and the courses recommended *significant* in the minds of the students from their own viewpoint. These attitudes must be tied up with the student's work and interests; there must be real and practical applications; we should be able to discuss and evaluate them in the students' own terms; and, in the language of the layman, we should be able to answer specifically the question What are they good for?

## Chapter 8 PERSONAL COUNSELING

### THE PROVINCE OF PERSONAL COUNSELING

**P**ERSONAL counseling is the second of the three areas of counseling mentioned in the preceding chapter. As has been pointed out before, they overlap and cannot be completely segregated. One's success in his occupation will affect his personal outlook on life and one's personal outlook, in turn, will affect his chances of succeeding in whatever he undertakes. In advising a student about his educational plans, the counselor should take into consideration his family obligations, his present occupation, as well as the one he wishes to prepare for, and many other influencing forces. In the choice of an occupation, the individual's education, his mental ability, his temperament, and his character are among the important factors to be weighed.

As contrasted with getting an education and with the daily task of earning a living, the expression "personal counseling," as used here, refers to the way we live and do, to the kind of persons we are, and to the manner in which we, as adults, have adjusted to our environments. This phase of guidance is a very important function of the counselor of adults. Many men and women after reaching maturity are still unadjusted and have not yet discovered themselves. Their maturity, however, is no barrier to self-discovery or development. Numerous records of adults who have worked out an adjustment testify to the optimistic possibilities for each individual to enjoy a full rich life, no matter how late he may start.

While educational and vocational guidance and the individual's success in both of these areas are important and in no way should be minimized, *our aim and objective as counselors and educators should be to help the individual realize the greatest possible personal development.*

*satisfaction, and contribution to self and to society.* We should consider the "whole" man—not just the student or the worker or the member of society. What is his philosophy of life? What are his character and his moral outlook? How does he spend his leisure time? How well does he understand and fit into the social scheme? Is he healthy in mind and body? These are questions that we should consider. All these aspects of the individual contribute to personality and to the extent to which it becomes wholesome and integrated or lame and maladjusted. Many adults have received, at some time, proper education in the care of their bodies, in the concepts of good citizenship and moral behavior, in religion, and in various leisure-time activities. Guidance toward reeducation is needed when the counselor discovers, in one way or another, that the individual is no longer affected by this early training.

### *Philosophy of Life*

What is a man's philosophy of life—that is, what are his ideals, his beliefs, his attitudes; what yardstick does he use for measuring his own actions and those of others? It is often difficult to discover; the individual, himself, may not have consciously formulated it. Nor is there any foolproof recipe that can be given. "The particular philosophy of the individual may vary enormously from the broadest scientific view of the universe to the narrow creed of some religious enthusiast; but whatever it is, if it gives confidence, it has a profound influence."<sup>1</sup> A man's philosophy of life may lead to the accomplishment of great things, even in the face of handicaps and adversity, or, if distorted, it may lead to a wasteful and even a criminal life.

Adults differ from children in that they usually have arrived at some sort of working philosophy.

However, even adults need guidance in this fundamental area. Some call it religious guidance, or moral or character-building guidance. Changes in social and economic conditions, wars, personal tragedies—any of these may raze all previously built conceptions. The prejudices and intolerances against races and religious

<sup>1</sup> BURNHAM, WILLIAM H., *The Wholesome Personality*, p. 62, D. Appleton-Century Company, Inc., New York, 1932.



faiths are eloquent witnesses to the need for education along these lines.

Counselors in all types of adult-education programs—in churches, institutes of family relations, the Young Men's and the Young Women's Christian Association, schools, and the like—are concerned with this phase of human life because it so greatly influences all others. Depending upon his particular function, the counselor, in trying to help the student orient or reorient himself to life, will stress the need for some religious belief; for a clear understanding of the constructive forces in man's nature; for study in psychology and philosophy; and for tolerance and respect for the beliefs, the opinions, and the rights of others, whether they be members of his immediate family or members of another race.

#### *Home and Family Relationships*

For the realization of a well-rounded life, a wholesome and harmonious family setting is needed. When this setting is disorganized, great readjustments must be made by each member of the family. Many conditions affect family situations and relationships. They are disrupted or broken by wars, by deaths, and by divorce and separations. They are disturbed by lack of understanding and common interests, by jealousy, by economic conditions and worry about finances, by an unbalanced share of responsibility, by personality clashes, by health problems, and by any number of other factors. The counselor will often find that home conditions and marital difficulties are the real cause of failure in work or school. Ambition for an education and for advancement must vie with the demands of a husband or a wife who may resent the time spent.

In many cases the counselor can help the student become adjusted to broken family relationships or take some step in relieving the tensions in the home. Some all-absorbing activity may be suggested with beneficial results; advice concerning personality factors may make the individual aware of them; various agencies that specialize in family problems or in medical and legal professional advice may be recommended. Suggestions of activities in which both husband and wife can participate may close the widening breach in their relationships. Such activities may be of an

educational nature. They both may improve their understanding of each other through recommended reading or through attending short unit classes that present lectures and discussion about such subjects as parenthood, sex and related problems, mental and physical hygiene, and the like. Such classes are a technique of group counseling. Many delicate problems can be discussed impersonally in a group that would cause great embarrassment if handled as a personal problem with the individual. Many leisure-time activities in which both husband and wife and even the entire family can participate may be suggested for the purpose of establishing some common interests. The mutual enjoyment in the activity often releases tensions and antagonistic feelings that could eventually succeed in completely disrupting the family.

### *Leisure-time Activities*

What one does during his leisure time is important in the development of the individual. By leisure time we mean the time that is left over from the hours spent in making a living and in keeping oneself and others alive—the time that can be devoted to recreational, avocational, and cultural pursuits. How leisure time is spent depends upon individual differences and other factors, such as the type of occupation, health, physical make-up, and inherent likes or dislikes. What one person may consider recreation may for another be his occupation. While the office worker turns to raising chickens or making a garden for relief and relaxation during his leisure time, the farmer does these things to earn a living. The very books that one man may enjoy reading during an evening are the same ones that another considers a tiresome chore that must be done, and so it goes. The amount of leisure time also has a part in determining how it shall be spent. The housewife and mother who is able to employ someone to help with household duties has time to devote to clubs and various cultural and service activities, while the one who is situated differently must be content with a few minutes listening to a favorite radio program or reading a short story. The physically handicapped or those who are past the employable age have ample opportunity to become engrossed in a time-consuming hobby, while the able-bodied young adult, after working hours, has, perhaps, only one brief evening a week for much-needed recreation. In short, there are all kinds of leisure-

time activities for all kinds of people, and the counselor should be able to help those who need guidance in this area to choose a suitable type.

Arthur J. Jones groups leisure-time activities under four headings:<sup>1</sup>

1. *Escape Activities.* These are activities that are pursued for pure release from daily labor, enabling one to forget. They, therefore, must be absorbing, full of immediate satisfaction, and as different from the daily routine as possible. They range all the way from light, romantic reading to feverish activity in games or travel. Such activities are perfectly respectable and suitable for certain people under certain conditions. The individual may return to reality refreshed by just the change of activity or environment, if by nothing else.

2. *General Cultural and Appreciation Activities.* These are similar to escape activities, but are more broadening and conducive to intellectual, moral, and spiritual growth. They will involve reading, but of a different type from that of escape reading. They will involve social contacts that stimulate thinking and conversation, rather than strenuous muscular activity. Travel, too, is included, but not the hectic, minute-crammed type sought by the escapist. Time is needed to acquire the background for appreciating and participating in such cultural activities.

3. *Creative Activities.* Concerning this group Jones says:

Creative activities are those where one does not sit more or less passively and enjoy the creations of another but where one himself creates. Under this category would come the production of music, the actual composition of music, painting, sculpture, working in wood, metal, and other materials, cooking, dressmaking, embroidery, writing, and any other activity in which one is not merely a spectator but actually produces something, whether it is intrinsically valuable or not.<sup>2</sup>

Native ability, talent, training, and available time govern what the person can do.

4. *Service Activities.* In conclusion Jones writes:

Finally, there are those service activities or things done for others. These may take the form of personal service for a member of the family

<sup>1</sup> JONES, ARTHUR J., *Principles of Guidance*, pp. 382-387, McGraw-Hill Book Company, Inc., New York, 1945.

<sup>2</sup> *Ibid.*, p. 387.

or for a friend; they may include the larger service activities of citizenship, for city, for state, for nation, and for the world; they would also include activities for various clubs and other social groups. Many creative activities may also become service activities.<sup>1</sup>

The counselor should help the individual in choosing among the different kinds, according to his personal characteristics. "Interests and abilities of many kinds," George E. Myers states, "are in demand—civic, religious, social, health, recreational, scientific, forensic, literary, dramatic, artistic, musical, political."<sup>2</sup> He calls attention to some of the many opportunities within every community for service activities: Boy Scouts, Girl Reserves, 4-H Clubs, churches, women's clubs, men's service clubs, chambers of commerce, farmers' organizations, parent-teacher associations, the Red Cross, public forums, community fund drives, recreational programs, and activities of political groups.<sup>3</sup>

Many men and women have learned leisure-time activities and skills and have developed talents before reaching maturity and, as adults, can build on this previously laid foundation. Just as many, however, have never had a chance for this background. To both of these groups adult education has an obligation: to give the former group an opportunity to keep alive and improve these skills and talents, lest they be entirely forgotten, and to reach the latter and show them that spare time may offer as great remuneration—although in different kind—as their working time. The school counselor, upon noting a student's interests or lack of them, should call attention to courses that will aid him in wisely using his leisure time.

Some courses are offered solely for this purpose. For example, one adult school offers a course in pottery, describing it thus: "If you work with your brain all day, you'll appreciate this opportunity to work with your hands. Molding clay is the perfect medium for your creative urge—and it is the perfect tonic for 'War Nerves'" [*Junto*, Winter, 1945, Philadelphia].

Other courses—those in badminton, tennis, swimming, and the like—have the dual purpose of offering training in leisure-time

<sup>1</sup> *Ibid.*

<sup>2</sup> MYERS, GEORGE E., *Principles and Techniques of Vocational Guidance*, pp. 28, 29, McGraw-Hill Book Company, Inc., New York, 1941.

<sup>3</sup> *Ibid.*, p. 28.



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activities and physical education for the promotion of good health. Likewise, courses in homemaking, crafts, industrial arts, music, and fine art lay the foundation for creative work and for the appreciation of the work of others.

In such subjects as Literature, History, and Government, teachers need not be preoccupied with getting correct answers on examination papers, but will try to awaken students to the real enjoyment of reading and the possibilities of this activity during their leisure, and will try to develop in them an interest in and understanding of social, civic, and economic thought, in order that they may read and discuss intelligently current developments in such fields and participate in community leadership.

Advising students to enter these classes may seem more like educational counseling than leisure-time counseling. It is quite true that such activity is educational, but it is education that may result in the development of interests and abilities that will enable the individual to put his leisure time to the wisest possible use.

### *Social-civic Area*

The social-civic area is generally interpreted as meaning all the relationships of men with their fellow men—economic, political, social, and cultural. The socially adjusted adult is one who can contribute to society as a whole, one who, conforming to its standards, can at the same time realize maximum personal satisfaction. He must be able to get along with other members of the social group by cooperating with them, recognizing their rights, tolerating beliefs and opinions that are different from his own, and respecting authority and laws established for the common good. He should, furthermore, take an unprejudiced view of and a well-informed interest in social-civic activities and be able to participate intelligently in them either as a leader or as a follower.

Many adults, however, fall far short of this ideal of social adjustment. Numerous and complex factors hinder man's development as a good citizen. In general, we may say that when personal satisfaction is at variance with social responsibilities there is danger. In social-civic guidance one must always keep in mind the needs of society while trying to adjust the personal problem.

Very few of the conditions that contribute to social maladjust-

ment are not able to be corrected by education and increased understanding on the part of the individual. As the counselor becomes aware of conditions that may result in antisocial attitudes and reactions, he should try to direct the person toward some channel of education—lectures, forums, discussion groups, classes, reading, or personal conferences—that will help him understand and appreciate fundamental concepts of life and society.

### *Leadership Guidance*

Leadership is a quality that is needed and found in every area of human endeavor and that is not limited to military or political activities. It is found in education, labor, capital, social service, the arts, law, agriculture, and so on. Right attitudes, willingness to participate, intelligence and ability, and talent are some of the qualities that should be looked for in recognizing those who have leadership possibilities. The counselor may discover leadership qualities in many ways. Observation of behavior in classes, student organizations, and other school activities; note of vocational and avocational interests; results of intelligence and aptitude tests; and personal interviews will indicate those who are already leaders or those who should be encouraged to develop their possibilities for that role. When qualities of potential leadership are evident, the counselor makes the greatest contribution to the individual by making him aware of these qualities and acquainting him with all opportunities for developing them.

### MENTAL HYGIENE

In personal counseling, as well as in all areas of counseling, one should proceed according to the principles of mental hygiene. Mental hygiene covers both the prevention and the cure of personal maladjustments.<sup>1</sup> The counselor may be inadequate to attempt to treat some types of maladjustment without the services of a psychiatrist; however, the cases contacted in school in which the counselor can effect neither improvement of the situation nor cure are infrequent. The very fact that attendance in adult-education

<sup>1</sup> SHAFFER, LAURANCE F., *The Psychology of Adjustment*, p. 435, Houghton Mifflin Company, Boston, 1936.

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classes is voluntary and that those with whom the counselor comes in contact are aware of some problem—educational, occupational, or personal—is a selective factor.

Remedial cases and measures will probably consume a relatively small part of the counselor's attention. Helping some individual to maintain positive mental health and to develop a more effective personality through progress, satisfaction, healthy attitudes and interests, and adjustment to his environment, a lifelong process, should be the chief function of the counselor.

### *Constructive Measures of Mental Hygiene and Psychotherapy*

"The individual and not the problem is the focus [of mental hygiene]. . . . It aims directly toward the greater independence and integration of the individual rather than hoping such results will accrue if the counselor assists in solving the problem."<sup>1</sup> If the counselor assists too much in the solving of a particular problem, one obstacle may be removed; however, the student will still be inadequate to help himself any better when next faced with difficulties. Rogers<sup>2</sup> believes that psychotherapy should rely heavily on the individual drive toward growth, health, and adjustment and that the purpose is not to *do* something *to* the individual, but to free him from obstacles. He claims that more stress should be placed on emotional elements, the "feeling" aspects, rather than on the intellectual ones, and that greater emphasis should be placed on present situations than on past ones. As the final important characteristic of psychotherapy, he points out the growth process in the individual *during* the counseling contacts.

### *Specific Techniques*

Some suggestive techniques to be applied are listed below.

1. The counselor should be friendly, encouraging, and sympathetic, in preference to assuming a "professional" manner. Instead of using technical terminology that might testify to his superior knowledge of psychology and psychotherapy, he should explain

<sup>1</sup> ROGERS, CARL R., *Counseling and Psychotherapy*, p. 28, Houghton Mifflin Company, Boston, 1942.

<sup>2</sup> *Ibid.*, pp. 29, 30.

the situation in simple terms that the average individual will understand.

2. The student should be encouraged to talk freely without fear of criticism. Just to be able to talk to someone, as has been pointed out before, has therapeutic value.

3. The indirect method of questioning, so that the individual may or may not answer, is better than the "third-degree" type.

4. If it is necessary to obtain certain facts, the counselor should give logical reasons for needing such information.

5. Considerable discernment is needed in order to recognize relevant facts from irrelevant ones and to decide whether or not the individual's stated, or avowed, problem is the real one.

6. An adult is usually more receptive to a proffered suggestion than to advice pedantically given.

7. Obvious abilities and likable qualities should be emphasized, although it may be necessary to point out various weaknesses and deficiencies.

8. The counselor should be sensitive to the student's reactions during an interview and should capitalize on them, whether they be demanding, dependent, hostile, or negative.

9. During all contacts with the student, the counselor should keep in mind final objectives and should bend all techniques toward achieving them.

10. The techniques listed above are as useful in counseling with physically handicapped individuals as they are for the counsel of those who are not. No special or new principles of therapy are needed. The counselor should try to help the handicapped person develop an objective outlook. One who is fortunate enough to look at himself and his situation *objectively* can see his own problems in their true dimensions. He will possess a sense of humor that will scorn self-pity and brooding and will save him from developing many attitudes that may result in the complete disintegration of his personality. However, with the handicapped the counselor may well exercise an extra degree of thoughtfulness (without being ostentatious about it). At the same time, he should make an effort to retain a natural attitude and to be frank, although the sympathetic impulse tends to betray one into showing pity and into more or less building up false hopes in the handicapped person.



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### *Characteristics and Needs of Adult Groups*

Since the counselor is concerned primarily with adults, he should seek to understand certain characteristics, abilities, and needs that are considered normal for men and women.

As compared with children, adults are more fixed in their habits, behavior, and ways of thinking. This characteristic is favorable or unfavorable according to the nature of the habit or attitude. The adult's tendency toward inflexibility may make him less receptive to new ideas or suggested changes, and often it is a contributing factor to maladjustment. Although many adults may realize that they are in a rut and be quite dissatisfied with their situation, strong stimulation is often needed to move them to corrective action.

Thorndike<sup>1</sup> has indicated that learning ability is not impaired by maturity, although at times it may seem to be because of forgotten or poor learning habits. The familiar adage that you can't teach an old dog new tricks is a fallacy, at least when applied to human beings. This belief frequently has a demoralizing effect upon adults and should be corrected at every opportunity. Sorenson<sup>2</sup> points out that the difficulty sometimes encountered by the adult when he tries to learn something new is often due to the disuse of his powers rather than to the lack of them.

The tendency to be settled in his habits, which increases usually as a person grows older, makes it difficult for the adult to adjust to new situations and to orient himself. Greater attention, therefore, must be given to orientation in adult education than is necessary in programs for children and youths.

No matter what the age of the adult, there are certain fundamental needs that must be fulfilled for a satisfying life. He needs something to do that will challenge his interest and occupy his time; it may be a job or it may be some leisure-time activity. He needs the feeling of security and independence. He should have had some successful experiences; and he should have a home, a family, and friends, and feel that he is an integral and significant part of

<sup>1</sup> THORNDIKE, EDWARD L., *Adult Learning*, The Macmillan Company, New York, 1928. 335, pp.

<sup>2</sup> SORENSON, HERBERT, *Adult Abilities*, The University of Minnesota Press, Minneapolis, 1938. 190, pp.

some group. Perhaps one of the greatest contributions that adult education can make is in helping the individual fulfill these needs.

We have frequently distinguished between adults and children. However, differences are found not only between these two groups, but among adults themselves. For purposes of discussion, we might classify adults into four age groups: the *young* or *immature* adult, the *mature* adult, the *middle-aged* adult, and the *elderly* adult. These chronological divisions are, of course, arbitrary and inadequate. We realize that much overlapping will be found and that many individuals may not follow the characteristic pattern because the individual differences among adults, even within one age group, are greater than those found among children. What may have been a slight idiosyncrasy during childhood has become sharpened and clearly defined in adulthood.

The *young* or *immature adult*, whose age falls somewhere between sixteen or eighteen and twenty-five, is in a transition period. He may have left school, but has not yet gone to work. He may be financially independent, but is still under the parental roof and discipline. He may not be married, with a home of his own, but very eager to be so settled. Such an individual is still making the trying transition, with its many necessary adjustments, from the adolescent to the adult state.

The need of "belonging" is particularly strong in this young adult. He is often likely to feel alienated from the younger group, which he has outgrown, and from the more mature group, which more or less patronizes him and sometimes even belittles him.

A feeling of security also is a fundamental need, as it is among other ages. This young adult is ready to leave a sheltered environment in which he had little responsibility for a very uncertain one of his own making. Too often this period is one of drifting. Unless guided and trained, he drifts from one job to another; he drifts into marriage and must assume the accompanying responsibilities of a wife, children, and financial obligations. He needs very much someone who understands his peculiar problems and with whom he can discuss his present state and his future plans, someone who sees beneath his pose of self-assurance.

For the *mature adult*, roughly between the ages of twenty-five and forty-five, the stage of drifting has passed. He is settled in his

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work, his home, and his community. He is concerned not so much with getting a job as with keeping it and progressing in it. His interests have turned from those that are purely personal to those of a family and social-civic nature. He is likely to be more realistic in his planning and more cautious in making changes. He is in danger of getting into a routine pattern and staying there, unless he is given vigorous encouragement for trying new ventures and exploring his possibilities. Active participation in business, in family situations, in leisure and social-civic activities are healthy for the mature adult, because it lays the foundation for the security, independence, and variety of interests that will make his later years satisfying.

The period of *middle age* and the years immediately following, let us say from forty-five to sixty or so, is a critical one. It is decidedly a period of readjustment. Leisure-time activities take the place of vocational pursuits, or begin to do so. Home and family relationships usually are changing and require considerable readjustment. Children, who have occupied time and attention for many years, have grown up and left. Daughters-in-law, sons-in-law, and grandchildren introduce problems. Menopause and other physical changes take place. These many disturbances occur at a time of life when habits, attitudes, and prejudices have been fostered for many years and are firmly fixed, thereby making extremely difficult the task of reorienting oneself and reorganizing one's life.

This period, like that of the young adult, is one of transition. A feeling of independence and security, immediate and future, is necessary. The desire to be useful and productive is strong. A philosophical outlook and an objective viewpoint are needed, and activities that require contemplative ability rather than physical and mental agility should be pursued. Often vocational adjustments must be made, and special help is needed to assist the individual to meet changing conditions. The manner in which the adult makes necessary readjustments during this period may have a profound effect upon the rest of his life.

The *elderly adult* is largely the product of his earlier stages of development. The care given to his physical and mental needs will pay dividends during this period. Retirement, with its unaccus-

tomed inactivity, frequently causes a pessimistic attitude, unless he has made adequate preparation for these years by finding some avocational interests to keep him busy, with little time to brood and feel sorry for himself. The souring effects of a poor mental attitude, many authorities on geriatrics believe, contribute to rapid decline and even death.

Whatever the differences within an age group or among the various groups, the objective for each individual, no matter what his age, is an integrated personality.

### *Personality*

What is personality? Although statements as to what constitutes personality are as wide and varied as there are psychologists who make them, apparently most authorities do agree that personality is a combination of inherited factors, such as certain physical elements—like the ductless glands and the nervous system—and certain acquired factors resulting from one's environment.

Burnham discusses some fourteen factors, which he believes are the main elements in personality.<sup>1</sup>

1. One's attention
2. One's emotional tendencies and reactions
3. One's psychophysical energy or what is perhaps commonly called one's "will"
4. One's moral character, including one's obedience to organized and traditional authority
5. One's conscience
6. One's ideals and beliefs
7. One's knowledge
8. The mental attitudes
9. The religious attitudes of dependence, reverence, and the like
10. One's intelligence
11. One's imagination and memory, especially habits of noting and recall
12. One's sense of humor
13. Wisdom, including common sense and judgment
14. The ego

<sup>1</sup> BURNHAM, *op. cit.*, pp. 24-80.



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Probably on the framework of these general factors can be hung most of the characteristics that might be suggested as making up personality. In addition to this list, Burnham states that there exists also

. . . an indefinite but highly significant aspect of personality. This is what makes the individual different from others. It is likely to be this that lends charm to the personality or makes it repellent or indifferent. This subtle characteristic cannot be defined, precisely because it is different, because it is the unique aspect, the gift of nature to the individual, in some, at least, the nucleus of the total personality.<sup>1</sup>

Furthermore, we should realize that personality does not operate in a vacuum. It is the "system of reactions and reaction possibilities as viewed by fellow members of society."<sup>2</sup>

Beals and Brody make a statement that has great significance for teacher and counselor: ". . . all personalities are subject to change as a result of the continual and often subtle interplay of both native and environmental factors."<sup>3</sup> In other words, personalities are not static, but can be changed and improved.

*The Integrated Personality.* Burnham states that the integrated personality is the normal, healthful one; that it is characterized by normal expression of emotion and by control of emotion; that in the preservation and development of the integrated personality, such factors as "confidence, the attitude of facing difficulties, the sense of humor, the learning attitude, and the objective attitude" are involved.<sup>4</sup> Therefore, if an adult has emotional stability; if his behavior is consistent and acceptable; if he likes people and, in turn, is liked by them; if he can face reality and the vicissitudes of fortune and neither succumb to them nor exult unduly, this adult has a healthy, integrated personality.

*The Pleasing Personality.* The popular conception of the integrated personality is what is commonly referred to as a "pleasing personality." Some people think of "personality largely in terms

<sup>1</sup> *Ibid.*, p. 76.

<sup>2</sup> SKINNER, CHARLES E., Editor, *Educational Psychology*, p. 252, Prentice-Hall, Inc., New York, 1940.

<sup>3</sup> BEALS, RALPH A., and LEON BRODY, *The Literature of Adult Education*, p. 88, American Association for Adult Education, New York, 1941.

<sup>4</sup> BURNHAM, *op. cit.*, pp. 216, 217.

of physical characteristics: stature, clothes, complexion, beauty, white teeth, a pleasing smile, and physical skills."<sup>1</sup> Others think of it "in terms of good habits, a pleasant disposition, an even temper, good manners, and thoughtfulness of others."<sup>2</sup> Since appearance and behavior are the outward manifestations of personality, one would do well to give these two factors considerable attention and make the most of his strong points and improve his weak ones. Lefever, Turrell, and Weitzel mention two areas of personality improvement: External improvements will include such problems as "first impressions, appropriate clothes, use of cosmetics, posture, and mannerisms." Internal improvements revolve around "fears and complexes, tendencies to daydream, facing reality, building self-confidence, and other problems which vitally affect mental health."<sup>3</sup>

As a step toward helping the individual develop a pleasing personality, personality inventories, tests, or rating blanks are used to indicate strong points and defects. In choosing such devices, the general factors mentioned in Chap. 6 should be kept in mind. Progress is constantly being made in the development of valid tests and inventories that measure social adjustment, emotional stability, and other aspects of personality.

Classes in such fields as speech, clothing, mental hygiene, health education, and social adjustment will give the individual a foundation for improving his grooming, attitudes, and health, and his ability to express himself. These are of vital importance in the development of self-confidence and poise. Wide reading experiences, the pursuit of some hobby, and many other leisure-time activities broaden one's interests, help one to maintain an objective attitude, and generally improve the impression one makes on other people.

*Personality Maladjustments.* The individual is constantly faced with adjusting to his inner wants, changing surroundings, and social environment. When the inner pressure conflicts too greatly with environmental pressure, maladjustment results. Frequently,

<sup>1</sup> BATES, ONNA B., *Personality Guidance*, mimeographed, p. 7, City Schools Curriculum Center, San Diego, 1943.

<sup>2</sup> *Ibid.*

<sup>3</sup> LEFEVER, D. WELTY, ARCHIE M. TURRELL, and HENRY I. WEITZEL, *Principles and Techniques of Guidance*, p. 72, The Ronald Press Company, New York, 1941.

it is difficult to decide which is the cause and which is the effect, for they are closely interrelated. Emotions may cause environmental difficulties, or vice versa. For instance, sex discord may cause quarreling and general incompatibility between a husband and a wife; while, on the other hand, lack of common interests, lack of mutual consideration, or disturbing environment may bring about sex discord. The individual may try various mechanisms to release these pressures and do so successfully. However, when the resulting behavior is objectionable to society, or when the mechanisms fail to result in satisfaction for the individual, he needs help, for he may become neurotic or even psychotic.

**Evidences of Maladjustment.** Certain behavior patterns are indicative of some form of maladjustment. Inability to get along with people—the boss, fellow workers, and so forth—is an indication of poor adjustment. This problem may be due to an inferiority complex, which manifests itself in many different ways, such as overaggressiveness, desires to “get even with someone,” ridiculing and belittling, and so on. Fear of blame often creates undesirable attitudes, such as always blaming others and constantly making excuses for one’s own mistakes and failures. These attitudes frequently lead to chronic suspicion of others, lying, and subterfuges, which unless corrected may result in complete disintegration of the personality.

The well-known “wallflower” represents another type of personality problem. This attitude often manifests itself in withdrawal tendencies, such as daydreaming, extreme shyness or diffidence, and the desire to be left alone. Such behavior may be the result of a feeling of inferiority, which may arise from such causes as physical unattractiveness, physical handicaps, undesirable home and family situations, inappropriate clothing, or ignorance of social graces.

Failure in work and school, aside from ability factors, is often caused by some personality trait, ranging from some slight mannerism to manifestations of neurosis. It may so irritate and antagonize fellow workers and students that serious tensions are created.

Perhaps the very ambitions that drive men and women may be causes of ultimate failure. Anxiety about one’s ability to succeed, with the accompanying fear of failure, may assume disproportionate dimensions and incapacitate the individual for adequate or normal

performance. Instead of being an asset, then, ambition, if too intense, may become a handicap.

Daydreaming, striving toward remote and impossible goals, boasting, exaggerated conscientiousness, and other compensatory actions; avoiding people and withdrawal tendencies; rationalizing, such as making alibis, and blaming others; and egocentricity, manifested often by "showing off," tantrums, and utter disregard for the rights and desires of others, are some of the many attempts the individual makes to adjust to situations in which he experiences a sense of inferiority—one of the most common causes of maladjustment. If these actions do not become too objectionable, and if they help the individual to maintain his self-respect, they should be considered preferable to complete failure to adjust.

### *Self-discovery*

The counselor can administer tests, can advise about courses to take and books to read, recommend agencies that specialize in various problems, suggest leisure-time activities, and inspire attitudes of objectivity; *but the individual must make the improvement in his behavior and attitudes himself*. We can only try to improve a man's ability to adjust himself.

### STUDENT PERSONNEL WORK

We have mentioned three areas of counseling—educational, occupational, and personal—and have discussed advisory services to students in regard to social-civic understanding, leisure time, home and family relationships, and the like. However, we do not consider these as separate and unrelated, but rather as overlapping, closely interwoven, and as affecting each other. The emphasis and attention are primarily upon the *student* in all his aspects and relationships, and, as was suggested in Chap. 1, *student personnel work* draws together all resources of the school and focuses them upon the individual as being of paramount importance.

This student-centered view of counseling implies a broad program of student activities, through which contacts and opportunities for development and expression are provided. The forms and activities of an organized adult-education student body are almost without limit. With the school counselor as advisor *ex officio*



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activities range from student dances and parties, all-school programs, discussions, and forums, to Red Cross, bond drives, and participation in community and civic programs.

Obviously, a student-activity program could be promoted to such an extent that it would conflict with classwork, and adult students would resent such interference. A simple device in meeting this difficulty is for student representatives to carry back to the classrooms proposals as to projects or calendars of events for check and approval by all students.

In conclusion, we cannot overemphasize the opportunities that a program of student-body activities provides for uncovering and exploring student abilities in a variety of personal and leadership areas.

## *Chapter 9* OCCUPATIONAL COUNSELING

**T**HIS chapter discusses the third of three major areas into which we have arbitrarily divided the field of counseling: educational counseling; personal counseling; and occupational counseling. As was stated at the outset, counseling may be classified under any number of areas, and these three were chosen merely as giving attention to the three phases of work with adult students that seem to stand out.

Occupational counseling is concerned with certain services in the general field of vocational guidance. Vocational guidance covers all sorts of professional assistance given to youths and adults, having to do with adequate information as to various occupations in which they may be interested, making a wise personal choice of an occupation, securing the proper training for that occupation, entering upon employment, and making progress in the occupation through follow-up counseling and educational services.

Large numbers of adults, we realize, are in all stages of vocational adjustment and in need of help on all these levels. However, most adult students, when they reach us, have already moved, more or less successfully, through the earlier stages and are engaged in an occupation. Further counseling assistance, therefore, should be in helping students make satisfactory progress in their chosen vocations.

On the other hand, "progress," if the word is used in a broad sense, may be both within the chosen vocation and outside it—in all the other activities that make up a full life. We refer, for example, to social-civic relationships, avocational and cultural

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interests, home and family life, personal adjustments, and the like. We should like to suggest that such progress (outside the vocation) is, for the adult, as important as progress in his occupation. The broad personal contributions of a full and active life are as worthy and as satisfying as the business, industrial, or professional contributions of a vocation.

Ordinarily, progress in a vocation depends upon two factors—those that have to do with greater technical knowledge and efficiency, and those that are dependent upon background and the personal abilities of the individual. Our second suggestion is that vocational advancement is as dependent upon these personal assets and broad backgrounds as upon additional technical knowledge and skills. In mentioning backgrounds and personal assets, we refer, of course, to general education, broad outlook, ability to express oneself adequately, personal adjustment, and integrated personality.

With these two suggestions in mind, we shall discuss occupational counseling of adult students from the standpoint of the five steps or phases incorporated in our definition of vocational guidance:<sup>1</sup> occupational information, personal choice of an occupation, training for an occupation, entering upon employment, and making progress in an occupation—with an added section on occupational counseling of women.

### OCCUPATIONAL INFORMATION

The counselor's office is looked upon as a center for information about occupations, and most authorities on guidance list the securing and dissemination of such information as a major responsibility. However, we must recognize certain serious weaknesses of these data and obvious limitations in their use with adult students:

1. The myriad ways in which people earn a living require data of encyclopaedic proportions.

2. There are practical difficulties in securing usable infor-

<sup>1</sup>Attention is called to an admirable discussion of seven vocational-guidance services in George E. Myers' *Principles and Techniques of Vocational Guidance*: (1) Occupational information service, (2) self-inventory service, (3) personal-data collecting service, (4) vocational counseling service, (5) vocational preparatory service, (6) placement service, and (7) follow-up or adjustment service.

mation about occupations, whether it is secured locally or from national sources.

3. National figures about distributions and trends may be different from local figures; and local data do not always reflect national shifts and opportunities elsewhere.

4. Materials go out of date rapidly.

5. Accurate information as to numbers needed, now or later, in various occupations is difficult to secure.

6. Changes that cannot be foreseen occur in business and industry, in organization, and in methods and processes.<sup>1</sup>

7. Economic cycles, social changes, and technological advances disrupt any settled lifelong vocational planning.

8. There is the American tendency, according to some authorities, to change occupations and seek new opportunities.

9. Measuring and analyzing all the abilities needed for success in an occupation is difficult. They may be a combination of all sorts of factors, many of which change.

10. There is the danger of misusing occupational information, such as drawing superficial conclusions from statistical data. (So many thousand draftsmen are needed; therefore, "good line to get into.")

In view of these difficulties, the counselor may question what can be done in supplying occupational information. In the practical situation of the average school in which the counselor of adults has other duties and responsibilities, the following suggestions are made.

1. Rather than attempt to become an authority on every type of occupation, seek the services of specialists who may be available locally, through the state office or through other agencies.

2. Build up and have readily accessible in the office a reasonably adequate library of occupational materials, bibliographies, and other sources.

3. Know where to go and be able to tell adults who need this service where to go for occupational information. Pages 146 and 147 gives some suggestions as to sources, for this purpose.

4. Know how to study and be able to show interested adults

<sup>1</sup> For example, in many aircraft plants during the war, manufacturing processes were broken down into single "operations," in order to use advantageously large numbers of women and other untrained workers.



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how to study an occupation. George E. Myers presents an outline<sup>1</sup> for the study of an occupation under eight headings:

1. Importance of the occupation
2. Nature of the work
3. Working conditions
4. Personal qualities needed
5. Preparation needed
6. Opportunities for advancement
7. Compensation
8. Advantages and disadvantages

Williamson and Darley present an interesting list of seven types of vocations:<sup>2</sup>

1. Involving business contacts with people
2. Involving business detail work
3. Involving social service activities
4. Requiring special artistic abilities
5. Involving executive responsibilities
6. Involving technical and scientific work
7. Involving verbal and linguistic work

Arthur J. Jones suggests nine vital points one should take into consideration regarding an occupation:<sup>3</sup>

1. Suitability for the occupation, involving ability, physical and mental characteristics, aptitude
2. Service to society.
3. Interest in the occupation
4. Satisfaction in the work
5. Financial returns, immediate and future
6. Opportunity for employment
7. Opportunity for advancement
8. Health conditions
9. Social conditions

### SOURCES OF OCCUPATIONAL INFORMATION

1. *Occupations: The Vocational Guidance Journal.*

Throughout the years probably the best source of information, reviews, bibliographies, other materials, and suggestions is *Occupations*. Each issue has something that can be used. For example, one of special interest in

<sup>1</sup> MYERS, *op. cit.*, pp. 111, 112.

<sup>2</sup> WILLIAMSON, E. G., and J. G. DARLEY, *Student Personnel Work*, p. 106, McGraw-Hill Book Company, Inc., New York, 1937.

<sup>3</sup> JONES, ARTHUR J., *Principles of Guidance*, p. 359, McGraw-Hill Book Company, Inc., New York, 1945.

this connection is XXII, No. 7, April, 1944, devoted to a review of occupational research, classification of occupations, etc.

2. Occupational Information and Guidance Service of the U.S. Office of Education.

This service provides all sorts of aids and suggestions, and publishes a wealth of material, including *Guidance Leaflets* and many bibliographies and pamphlets, such as *New Books on Occupations*, *Guidance Bookshelf in Occupations*, and the like.

3. The United States Employment Service.

This service is an excellent source of occupational materials. Attention is called to the *Dictionary of Occupational Titles*, an indispensable reference for vocational counselors, published by this service.

4. Most states now have in the department of education a special office on Occupational Information and Guidance that provides a variety of service in this field.

5. The Science Research Associates of Chicago publish the *Vocational Guide*, *Vocational Trends*, and *Occupational Monographs*, as well as providing other services.

6. *The Occupational Index*, Dr. Robert Hoppock, Editor, is another source. It is published by The Occupational Index, Inc., at 51 West Fourth Street, New York.

7. Newspapers, magazines, including those devoted to vocational education, and radio are other sources of occupational information.

8. Public libraries have readers' service and special shelves devoted to occupational information.

9. Chambers of commerce, business organizations, labor unions, and the like often have material on local conditions, opportunities, and needs in various fields.

10. Finally, in adult education, attention is called to the men and women students who have numerous contacts and experiences that may be used to advantage.

### PERSONAL CHOICE OF OCCUPATION

In the process of deciding upon a vocation, certain guidance services, which we have discussed in this volume, should be provided. Providing occupational information has just been reviewed. The individual inventory, testing, and securing other personal data were discussed in Chap. 6, *The Individual Inventory*, and counseling techniques in Chap. 4, *Interviewing Adult Students*.

Attention is directed here to certain aspects among adult students in making a wise personal choice of an occupation. We assume, as has been stated, that there are still considerable numbers of men and women who have yet to make this decision, although

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the majority are already engaged in some occupation when they reach us.

The personal nature of this decision cannot be overemphasized because, after all the facts that are available as to occupations—together with all data pertinent to the individual's qualifications and "assets and liabilities"—have been reviewed, there remain his own interest and determination as to what vocation *he* shall embark upon as a life's work. One of the best outlines for use with youths and adults facing this problem of choosing a vocation is a list of ten questions prepared by Walter Van Dyke Bingham,<sup>1</sup> to be investigated and answered by them personally.

1. What level of general education is expected of people who enter this occupation? Have I the necessary schooling or can I acquire it?

2. In addition to the general schooling, how long a period of specialized education or training is ordinarily necessary? Where can I secure it, and what will it cost?

3. What level of intelligence has been found to characterize the people who enter upon and make progress in the occupation? Do my general mental abilities resemble those of persons in this field?

4. Are any special talents or aptitudes necessary? If so, are they a part of my endowment?

5. Specifically, what kinds of activity are most characteristic of this occupation? Do I like to do these kinds of things? Should I find the work and surroundings congenial?

6. What are the average annual earnings of people in this occupation? At what rate should I start, and what income might I eventually expect? Are there exceptional rewards at the top?

7. Is employment relatively secure and steady, or intermittent, seasonal, hazardous?

8. What are the opportunities for advancement? Is this a blind alley, or does it open doors to other occupations?

9. What is the ratio of employment opportunities to the supply of competent applicants? How keen is the competition I should face?

10. Where does this occupation rank in social prestige? If I were to succeed in it, would my friends applaud, or would they look down on me for following it?

We would suggest a modification of this tenth point, in keeping with sound social thinking and the dignity of all kinds of labor.

<sup>1</sup> BINGHAM, WALTER VAN DYKE, *Aptitudes and Aptitude Testing*, p. 5, Harper & Brothers, New York, 1937.

To Dr. Bingham's outline might be added for adults an eleventh question, somewhat as follows:

11. Have I had any experience in this occupation, or in some allied lines that might be carried over and be an advantage to me here?

It is quite obvious that many men and women, while not as yet decided definitely upon a vocation, nevertheless, have had work and other experiences that might prove a valuable foundation for the one under consideration, and such background should be weighed along with other personal assets.

However, here we often meet one of the most difficult phases of counseling, in that many young adults have only disillusionment—and even bitterness—from such experience. The jobs they have drifted through have not met their expectations or challenged their interests. Also, they may have gone through a period of privation, war, or maladjustment, and may be seeking something—or anything—that promises quick financial reward and rapid advancement, or—seemingly in contradiction—ease and security. They are sensitive and react strongly against anything similar to their former employment even though in sober judgment one could see vocational advantages in capitalizing on such experience. The solution is not in following a standard pattern of routine steps, but in being very aware of the individual character of each case and being ready to vary techniques as it develops.

First of all, it is essential that friendly relations and confidence be established. The counselor can "agree" with the student's ideas and see worthy elements and possibilities in them, no matter how extreme they may be. From these, an attempt can be made to encourage some preliminary training of a generally useful or basic character, such as, Mathematics, English, Speech, Drafting, and the like, while awaiting more definite and reasonable solutions in occupational goals. An effort should be made to see the student at frequent intervals on an individual basis, to discuss school progress and the results of any occupational ventures or experimentation. As the student's attitude grows progressively better and confidence increases, more specific suggestions can be brought forward for consideration. If, however, the situation becomes worse, temporary plans can be scrapped and changes suggested—the counselor alert,



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however, to maintain friendly connections and rapport with the student. Chapter 8 discusses personal counseling, mental hygiene, and other psychological items that may be helpful in the techniques of vocational counseling and choosing an occupation.

### TRAINING FOR THE OCCUPATION

While this is not a book on adult education or vocational training, counseling and planning that are in any way related to an individual's vocation must be concerned with providing the proper training for that occupation. Particularly with an adult student, who may have drifted into some line of work, the counselor has an obligation to explore with him just what would constitute an adequate training and educational foundation for success and advancement in his field. There has been a tendency in the past on the part of workers to "trust to luck" and to "pick up on the job" necessary skills and related information. For these, there is the difficult task of pointing out the advantage—in the long run—of preparing themselves *for* the job.

The counselor has another obligation as he works with students, observes and studies occupations, and notices weaknesses in background. This is to give advice regarding courses to be offered in a vocational-education program. In fact, we should say that no other person is in a more advantageous position to evaluate and comment so accurately on the adequacy and true worth of the instructional program, or to encourage content and method that will meet the real needs of students as is the counselor.

We might add that experience in working with adults has demonstrated again and again the necessity for including in such preparation a reasonable background of *general* education. We are impressed with the inadequacy of the otherwise capable worker who is inarticulate, or who cannot handle the mathematics needed on the job, or who does not know the science involved in his mechanical work, or who is not aware of even the simplest principles of psychology or economics necessary in his business.

### ENTERING UPON EMPLOYMENT

From the old days of hunting jobs for students and measuring the efficiency of the program in terms only of jobs secured, place-

ment has become an educational function that attempts to assist the youth to enter an occupation that has the greatest advantage for him personally and for which he is best trained. An adequate vocational-education program, today, is coordinated closely with employment needs, arranges its courses and training to fit these demands, cooperates with all established placement agencies,<sup>1</sup> and sifts its graduates into occupations on an individual opportunity basis.

### MAKING PROGRESS IN THE OCCUPATION

No one can foresee what the future holds for him. Adults take on responsibilities; they marry and have family and home obligations; they become active in the community; and all these activities may be reflected in vocational ambitions and adjustments. Crises arise, and sickness, added expenses, and changes that upset plans. Accidents occur; there are civilian and military disabilities; human or physical obsolescence may set in—one has not the strength, eyesight, hearing, skill, or endurance, or even the inclination, to carry on the work of one's youth.

Changes and adjustments may be necessary as scientific and technological advances continue to affect the nature of our industrial and economic, and even social, life. One cannot anticipate all vocational needs; for, as Arthur J. Jones expresses it, "There are many problems that do not arise until the worker is actually on the job, and some of these are extremely difficult for the individual to solve without assistance."<sup>2</sup> Conditions in one office or plant are different in some respects from those in any other, and there may be special problems to be worked out in one's assignment, because of fellow workers or superiors, or equipment used, or the particular organization. It may be necessary to revise plans because the original ones lacked practical foundation.

New possibilities and opportunities may be discovered; a chance for advancement may open up; or an advantage may be gained through added background or new skills. From a practical standpoint, in our opinion, it is better to encourage an adult to get the most out of his present occupation and to explore and exhaust all

<sup>1</sup> For example, the United States Employment Service.

<sup>2</sup> JONES, *op. cit.*, p. 359.

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of its possibilities rather than to assume that he is ill-fitted for it, should change, and find a new one. This is not to say that there are no circumstances under which a change of occupation should be made. However, in many cases, what is really needed is a serious realization that hard work, interest, and application are necessary for advancement and success in *any* line of endeavor.

Many educators are of the opinion that personal and social adjustment contribute to vocational success as much as does advice on specific occupations. Attention, in this connection, is again called to the suggestions in Chap. 8 to positive factors, healthy outlook, and other mental hygiene items mentioned there.

An adult may need to see how his particular job fits into the whole scheme of things, in order to be aroused to a genuine interest in his work. If his own personal background can be broadened and if his level of general education can be raised, he is more likely to see the contributions that his vocation makes to society and to appreciate his own place in it, as well as the compensations that he derives from it.

For many years authorities, such as Allen, Myers, and others, have advocated some sort of guidance institution, to tide youth over the transition period from home and school to work and adult activities. George E. Myers's "Adjustment Institute"<sup>1</sup>—with its provisions for counseling, placement, continued education, part-time employment, and recreation—presents a rather ideal picture from this point of view. Cartwright and Burch recommend organizing a "Community Adjustment Center"<sup>2</sup> for helping veterans, displaced war workers, and, in fact, any adult who may benefit by it. During the depression of the thirties, our evening schools experimented to some extent with a three-point program for some of those in this "transition" period—young adults who were described as "out of school, out of work, and out of luck." The essentials of this program consisted of (1) so-called "personal-asset" courses, such as Speech, Psychology, English, Mathematics, and the like; (2) school activities permitting a maximum of self-expression and some recreation, such as chorus, physical exercise and games,

<sup>1</sup> MYERS, *op. cit.*, pp. 321-325 and 352-354.

<sup>2</sup> CARTWRIGHT, MORSE A. and GLEN BURCH, *Adult Adjustment*, Institute of Adult Education, Teachers College, Columbia University, New York, 1945, 84 pp.

music and amateur nights, and dances; and (3) a strong program of counseling and personal contacts.

It may be that follow-up is one of the main functions of an adult-education program in that its classes provide a natural contact with large numbers of men and women as they enter upon and make adjustments in their vocations. Closer integration with the guidance programs of secondary schools should call to the attention of those who are graduating or leaving the advantages and services that are available to them for years to come, through the adult-education facilities of the community.

#### OCCUPATIONAL COUNSELING FOR WOMEN

It should be emphasized at the outset that everything in this book is addressed equally to men and to women, and that no distinction is made between them. However, there are certain elements in the vocational adjustment of women and the counseling services that should be provided for them which merit special attention. For example, the counselor in contacts with young women cannot escape the fact that most of them will eventually marry and establish homes. They will bear children, and their temporary period of employment must not involve health hazards that will impair this important function. Nor should vocational experiences be permitted to create dissatisfactions toward homemaking. As is well known, homemaking is recognized as one of the four fundamental "vocations,"<sup>1</sup> with, for example, Federal support for all phases of education that contribute to it.

However, the picture is not a simple one, because many young women continue working after marriage and attempt to combine homemaking—including the bearing and rearing of children—with a business career. Besides, circumstances may change so that those who gave up their occupations are forced at some later period to seek employment again, though old skills have been lost or outmoded. Then there are women who, having participated heavily in a war emergency, enjoyed the added income, and appreciated the freedom and outside contacts, find need for real adjustment in returning to a more dependent and restricted environment.

There are the middle-aged and older women who for the first

<sup>1</sup> Under the Smith-Hughes Act of 1917.



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time—either because of straitened circumstances or lack of something to occupy their time—face employment and the competition of a business world. Here is a helplessness—and even a feeling of uselessness—that presents both an appeal and a challenge to the counselor of adults.

However, when one considers the variety of fields of human endeavor, there is no reason to become disheartened or to feel that there is no solution for a case, because something *useful* to do can be found for almost every person in every community. It may not be full-time work; part-time or seasonal employment may provide all the income that is needed. Investigation may indicate that there is really no financial necessity, and that some form of volunteer occupation—with a social or welfare agency, for instance—will provide the activity and rewards to fill an otherwise empty life.

## Chapter 10 ORGANIZING THE

### PROGRAM

**T**HIS chapter is concerned with the organization of counseling for adults within an educational institution and the relationship that it bears to other agencies and educational programs in a community.

Some organization, no matter how simple, is necessary; planning must be done; principles and goals set up; personnel selected, trained, and coordinated as a professional staff; and research and experimentation carried on, if we are determined to develop any sort of program that will be of real service to adults. Any school, however small, can organize a counseling structure; and while the size of the institution affects its nature, size should not be a limiting factor in the quality and worth of the service rendered. It is really advantageous in the long run to begin in a modest way and mature gradually along sound educational lines.

#### INAUGURATING THE PROGRAM

Suggestions to the administrator for inaugurating and organizing a counseling program for adults may involve seven steps or items, somewhat as follows:

1. Do some study and research as to the *need* for a counseling program, as to what should be its objectives, and the like. Do not plunge in without some personal background; do some reading, look over professional literature, and contact organizations and specialists in this field for advice. Jot down some items and see how they look, as to

- a. The problem in the school and the need for this service
- b. Hoped-for results

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- c. How it would be organized, what personnel would be used, and how this organization would develop later
- d. Financing
- e. What other similar institutions are doing

2. Talk over the idea informally with members of the staff individually or with small groups. See what they think, especially as to the need for such service, as to problems involved, as to the manner in which it would operate, as to how it would fit in with teachers' programs and other responsibilities, as to some of the practical problems and negative factors; and try to gauge their attitudes, personal interest, and possible usefulness in the program. Avoid the impression that this means extra work, that it is something apart, and that some new position is to be created. Also, in a preliminary and inquiring manner, discuss the plan with other school and educational officials, and build up a good store of personal opinions and reactions. Add to this several student "cases" that might illustrate the variety of needs and factors involved.

3. Invite members of the staff, with whom conversations have been held, to send in ideas and suggestions; and appoint a small planning committee, made up of those who are most interested, to look into the possibilities.

4. Hold a series of faculty conferences at which members of the planning committee may make reports and comments and where the plan may be discussed freely from all angles. Watch especially for negative opinions and give serious consideration to weaknesses in the proposed plan. One or two small temporary committees may be appointed to investigate certain phases and report to the entire staff at an early date.

5. Start a library for the staff on counseling—perhaps, just a few books, magazines, or outlines from other places. Some may be reviewed.

6. A few short-term, simple experiments might be set up, observed, and discussed at the faculty conferences. Experiences of faculty members may be considered. The advantage lies in having some action started.

7. Keep records of the experiment and make reports on them. It is important that such records, cases, and reports be made. They

furnish concrete background for further study, for the elimination of mistakes, for the refining of the program, and serve especially as material for gaining the support of appointments and financial help that may be requested later.

In general, for a long-term program, reasonable progress is preferable to quick and possibly superficial results. The steps outlined are only suggestive, because in practice each institution will develop a pattern of organization to suit local conditions.

### PHYSICAL SETUP IN ORGANIZATION

One of the most hampering and irritating factors affecting the success of any program is the failure to include in the *planning* provision for facilities with which to carry it on.

With the wide variety of adult educational institutions, buildings, offices, etc., our suggestion is to start planning needed facilities in terms of underlying principles and services to be provided, rather than with floor plans, lists of equipment, and such items. For example: (1) Is privacy for personal interviews between counselor and student necessary? If so, how shall we provide it? (2) Should the counseling office be easily accessible to students so that they will feel free to come in any time? How shall we arrange it so that it will be accessible and yet retain privacy?

It is a mistake to delay the development of a counseling program because of limitations in physical equipment; nor is it necessary that elaborate offices be set up. In fact, there are advantages in simplicity, in that the average person feels a little more "at home" in modest surroundings; and under such circumstances warmth and rapport, so essential in personal counseling, may be more quickly built up. A second advantage is that, as the program develops and experience is gained, plans and facilities are more likely to be along sound lines and to fit better the needs of that particular school or agency.

Organization includes some study and experimentation on the layout of the school and the location of classes in the building as they affect the efficiency of the classwork, the counseling program, and the satisfaction of students. Obviously special types of rooms, such as laboratories and shops, determine the location of such classes. On the other hand, classes for the foreign-born, literacy,



adult elementary subjects, and certain academic courses may be assigned to rooms near the office so as to be near the counselor and within the main activities of the educational program. Likewise, certain special classes, such as Psychology, Speech, English, and the like, may be located strategically for counseling purposes.

### TYPES OF ORGANIZATION

A simple organization is preferred, one that is flexible and can be changed to meet new conditions, and one that does not become so complex or bureaucratic that it hinders the real effectiveness of the counseling. The so-called "types" presented here are really only suggestions that emphasize certain particular relationships that may be useful if adapted to the individual reader's own school or program.

1. The simplest organization that we know of is that with the principal or administrator acting as head and the teachers as staff in providing counseling. The whole faculty or certain selected members may be used, or certain subject areas may be represented. No extra financial outlay will be required, as the counseling can be woven in with classroom activities or be handled incidentally before or after class sessions. An acceptable plan, however, is to set aside—at least, with the teacher—certain counseling time when he may meet more or less informally with students for this purpose.

2. A slight modification of the plan suggested is the formation of a committee composed of a half dozen interested faculty members from various subject areas, to work with the principal and the staff in the program.

3. Some one among the staff, with leadership qualities, may be named or elected to act as chairman and to assist the principal. This may, at first, be in addition to regular teaching, but later it may be an assignment for a portion of each evening or for certain designated nights.

4. Frequently a dean, vice-principal, coordinator, or some other administrative assistant is used to head the counseling program—although most authorities condemn mixing administration and counseling relationships.

5. The general counselor, as discussed in Chap. 2, represents

another type of assignment. Often a counselor from a day school is given an assignment in the adult-education program.

6. Counselors in special fields are available frequently. Vocational funds often allow coordinators who have some background in counseling and can give practical leadership in their area. One city<sup>1</sup> has a head counselor with an assistant for (a) vocational, (b) educational, (c) personal, and (d) community relations (in the sense of using community resources).

### COMMUNITY RELATIONSHIPS

In an earlier and simpler American setting, the problems and affairs of communal life were threshed out on the rough pine floor of the meeting house, and adult thought and activities were conditioned or restricted—as well as united—in the hardships of a struggle for existence. With the multiplicity of educational and social agencies that characterize today's complex society, deliberate planning and organization are necessary in order that schools shall not lose touch with the fundamental interests of community life.

#### *Community Analysis*

An analysis of the community is recommended as the first step in attempting to understand the relationships of the various social, civic, and educational organizations within it, and the distinct service that each performs. Dr. Harry A. Overstreet suggests also that a community analysis is necessary in (1) "Planning a program [of adult education] truly appropriate for the community"; (2) coordinating it "with previously existing educational, social, and political activities"; and (3) ensuring the development of an "indigenous program rather than one superimposed from without."<sup>2</sup>

The objectives of a community analysis, stated specifically in different terms, might be

1. To orient the faculty (and students) with the community
2. To uncover community resources and needs
3. To encourage the staff and students to participate in community life

<sup>1</sup> San Francisco, California.

<sup>2</sup> Harry A. Overstreet, in the foreword to a syllabus on *Program Planning and Community Analysis*, Harvard University, Summer, 1937.

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4. To arouse community interest and support and to develop cooperation with the adult-education program

Data having to do with historical, geographical, population, occupational, educational, cultural, and social-civic aspects of the community should be secured. Following is a suggestive outline:

1. Historical and geographical
  - a.* Location
  - b.* Geographical: shape, size, topography
  - c.* Transportation problems
  - d.* Historical and development
  - e.* Housing
  - f.* Neighborhoods, areas, groups, racial areas
2. Population
  - a.* Total population, growth, trends
  - b.* Predominant racial groups
  - c.* Special groups
  - d.* Population characteristics—the people
3. Occupational
  - a.* Dominant industries and occupations, trends
  - b.* Employment—seasonal
  - c.* Skilled, unskilled, professional, and service
  - d.* Trade unionism
  - e.* Resources, natural and special
4. Educational and cultural
  - a.* Public-school system
  - b.* College, university, and extension
  - c.* Private, commercial, and religious
  - d.* Adult education agencies
  - e.* Cultural and avocational organizations and opportunities
  - f.* Recreation program
5. Social-civic
  - a.* Health data, community program
  - b.* Community organizations, groups, service clubs
  - c.* Religious and church groups
  - d.* Welfare and social agencies
  - e.* Political items of significance
6. Special characteristics of the community

Data may be collected from many sources through the assistance of those connected with or interested in the adult-education program. The faculty may have connections with various community organizations. Adult students, too, are members of numerous groups and are engaged in many lines of business, or know those who can furnish information. If there is some sort of community council of educational, welfare, or social agencies, it may supply material from its files or membership. The chamber of commerce, the city hall and civic offices, the planning commission, public utilities, and other business organizations have statistics and data on the community.

An interesting and effective technique in blocking out graphically and getting a general view of the city is the use of large-scale, superimposed maps sketched on tracing paper. Using outlines of the city boundaries and major arteries, one may indicate topography, such as rivers, canyons, hills, and other features that divide the city into areas, affect transportation, create neighborhoods, etc. Another map will indicate public buildings, libraries, schools, churches, and the like. Another may have shaded in various colors the racial groups, industrial areas, parks and recreational facilities, and the like. The maps, placed one over another, will give a surprisingly clear picture of the community's major characteristics, groupings, and other objective features; and, used in various combinations, will furnish a basis for considerable study and speculation as to community problems. These maps can be shown to both faculty and student groups, along with other data collected, in discussing phases of the community's life and opportunities.

### *Community Council for Adult Education*

In many cities, the public-school adult-education program, or some agency carrying on this service, has found it profitable to take the leadership in inviting other organizations and groups in similar fields to join together, more or less informally, in what is often called a "community council for adult education."<sup>1</sup> Having ob-

<sup>1</sup> The American Association for Adult Education; the American Library Association; the Department of Adult Education of the National Education Association; The Institute of Adult Education of Teachers College, Columbia University; and the U.S.



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served such councils over a period of years, the authors have drawn two conclusions: (1) that no place is too small to benefit by this sort of a community-wide enterprise; (2) that, whatever their other values may be, the counseling service provided for the adults of the community easily justifies their existence.

Objectives of a community council for adult education generally fall into three categories:

1. Interrelation: To foster acquaintanceship and cooperation among member organizations
  - To provide opportunity for the interchange of ideas
  - To pool experiences and abilities
  - To view the community as a whole
2. Integration: To coordinate efforts and plan a community program
  - To avoid unnecessary duplication of effort
  - To study lacks and gaps—inadequately supplied needs
  - To survey the adult-educational resources of the community
  - To act as a central advisory body
  - To appraise future educational needs of the community
3. Information: To inform and to advise with the public
  - To act as a clearing house for information and ideas—a guide to opportunities
  - To secure, record, and advise as to popular attitudes and reactions on adult educational matters

A canvass of the groups and agencies in existence in the area is recommended as a first step in the organization of a community council for adult education. Not only does this provide essential information as to the extent and character of services being offered, but good will and cooperation are engendered through recognition made in these first contacts.

Lists may be drawn up of those organizations that are engaged in any way in adult education and of those that provide some sort of counseling service. A distinction may be made between those of a public or nonprofit character and those operated strictly as

---

Office of Education have given encouragement and great assistance in this movement, and should be able to supply information, materials, and advice to those interested.

commercial enterprises, because policies may be necessary as to the types to be included in the community council. Obviously, a list should be drawn to fit the local community; but in addition to educational and public school institutions, it might include

Business, industrial, and labor groups

Church and religious groups

Cultural societies

Parent and family organizations

Professional associations

Public service and civic organizations

Faculty and adult students can assist with suggestions as to groups and agencies with which they are associated.

Information on each organization should include a description of its counseling service, if any is offered. If such service is not available, there should be a brief review of the essential activity of the organization that may contribute to counseling. Other types of information that should be secured are suggested below.

#### INFORMATION ON COMMUNITY ORGANIZATIONS

Bonaro Overstreet<sup>1</sup> indicates that her experience in New York shows the need for eight essential items on each group:

1. Location
2. Telephone
3. Fees
4. Time
5. Duration of course
6. Entrance requirements
7. Person to whom to apply
8. Nature of course, purposes, and method

Thomas Fansler<sup>2</sup> believes that information from each agency should include

1. Complete program
2. Audiences reached
3. Schedule of activities

<sup>1</sup> OVERSTREET, BONARO, "Begin With an Information Service," in Mary L. Ely's *Adult Education in Action*, p. 432, American Association for Adult Education, New York, 1936.

<sup>2</sup> FANSLER, THOMAS, *Organization and Administration of a Community Program of Adult Education*, New York University, New York, 1936.

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4. Geographical location in the city
5. Methods of recruiting members
6. Schedule of fees and dues

Jacques Ozanne<sup>1</sup> states that information on each should include

1. History
2. Offerings: subject matter, fees, schedules, credits, and requirements
3. Methods as to teaching; as to publicity
4. Participants
5. Area served
6. Leadership
7. Affiliations
8. Financing
9. Equipment
10. Grade of work
11. Institutional setup
12. Institutional slant (aims)
13. Future prospects
14. Needs

Services and activities of a community council for adult education may include

1. *Information and Counseling Desk.* Set up in some central location, such as in the public library, and staffed with personnel trained in counseling, with up-to-date and accurate information on all educational opportunities in the community, this has proved to be an essential and widely used service. There are, however, practical problems involved in the securing and organizing of data; the employment of professional personnel; and the financing of staff, telephone, supplies, etc. These have been met through memberships, contributions, fees for certain services, and the employment of some personnel under the public schools or other public agencies.

2. *Directory.* A directory of educational opportunities available in the area is useful. There are problems of gathering and including the right kind of information, financing the publication, frequency of issue needed to keep it up to date, distribution, and the like.

3. *Speakers' Bureau, Tutors' List, etc.* The problems here are concerned with providing a really discriminating list and keeping

<sup>1</sup> OZANNE, JACQUES, *Regional Surveys of Adult Education*, pp. 14-17, American Association for Adult Education, New York, 1934.

the service on a high professional level. Some councils charge a small fee for such service, as a means of helping to finance the program.

4. *Calendar.* A very important coordinating service is that of acting as a clearing house to avoid conflicts among educational, cultural, and other attractions being arranged locally. Such a calendar can be set up on a yearly or a "seasonal" basis. Another type of calendar is one showing the events of the coming week or month, which may be posted on the bulletin board, sent to certain member agencies that have use for it, published in the newspapers, and announced over the radio.

5. *Surveys.* These might include a study, using maps and colored map tacks, of the distribution of educational services throughout the community; records and monthly reports as to public inquiries and reactions to the services being provided (or not being provided) by the various member agencies; and contacts with similar councils in other localities as to their programs and services that might be of interest to member agencies.

6. *Miscellaneous.* There are numerous other activities and services carried on by community councils throughout the country. Some publish news letters or bulletins at regular intervals; some carry the burden of a publicity program; forums and conferences of various kinds are encouraged or arranged by others; while still others are conceived as being the primary adult-education program of the community. Attention is called to the survey of community councils made by Dr. Ruth Kotinsky<sup>1</sup> and to the reviews of council activities in the issues of the *Adult Education Bulletin*,<sup>2</sup> *Adult Education Journal*,<sup>3</sup> and the *Inter-Council Newsletter*.<sup>4</sup>

### *Public Relations*

Guidance starts when a man or a woman first learns of the adult-educational services available to him or to her. He may read of these in the newspaper, or hear of them through a friend or over

<sup>1</sup> KOTINSKY, RUTH, *Adult Education Councils*, American Association for Adult Education, New York, 1940, 172 pp.

<sup>2</sup> Published by the Department of Adult Education of the National Education Association.

<sup>3</sup> Published by the American Association for Adult Education.

<sup>4</sup> Published by the Institute of Adult Education, Teachers College, Columbia University.



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the radio, or through many other sources. Obviously, people cannot take advantage of something the existence of which they are not aware. There is a definite obligation, therefore, on the part of the school to make known to the adult public the educational opportunities that are available to it through the schools and other agencies of the community.

However, there is a considerable difference between a public-relations program guided by this professional objective and a mere "publicity" effort. We cannot, by inference and suggestion, give the impression that there are short cuts and marvelous opportunities that are beyond the possibilities of students' backgrounds and abilities, beyond faculty and school facilities, and beyond reason and good sense. We must be candid and modest and conform to the highest standards of sound educational practice in all our relations with the public if we are to build up and retain their respect and confidence. We have, on the other hand, a distinct advantage in our relations with the public, once this confidence is secured, in that, as educators, we are recognized as being genuinely interested in their progress and well-being.

*Public-relations Media.* Obviously, the selection of public-relations devices and methods must be adapted to the resources and conditions in each community. Certain media are recognized as being quite effective, but the choice of the ones to be used and the procedure in handling each should be on the basis of counseling value. Examples and suggestions are as follows:

1. Newspapers are listed first by most people, and the best type of newspaper article for guidance purposes is the human-interest story, because it tells about a real person—something that he did or that actually happened. Others are the feature story, the question box, the educational column, and, of course, a variety of news stories of unusual events, unique classes, and new services and ventures.

2. Radio lends itself to dramatization, discussion and forums, weekly counseling series, actual lessons, and a variety of other programs in which classes do the planning and participate, or which demonstrate adult education in action.

3. Mimeographed and printed leaflets, bulletins, schedules, and special brochures addressed to certain types of counseling problems

have been mentioned before in this volume. They have many advantages in public relations through mailing lists, use with other groups and agencies, and at educational and public gatherings.

4. Displays and exhibits in store windows, in lobbies of public buildings on occasion, and in connection with conferences and conventions can describe in few words and through pictures opportunities for adult education.

5. Person-to-person contacts represent a type of public relations that goes on outside the control of adult-education administrators, because students talk to friends and neighbors very frankly about their school experiences and express opinions as to the quality and nature of the services received. It is very necessary, then, for the full utilization of this medium, that steps be taken so that all students become aware of the total program, the courses offered, and the services available through the adult-education department or evening school; and also that any complaints and misconceptions be cleared up.

6. Contacts with community organizations and officials have already been discussed above under Community Council for Adult Education, and should not be overlooked as a major channel in public relations.

7. All sorts of meetings, assemblies, conferences, institutes, discussions, and forums furnish opportunities to bring before the public demonstrations of adult-education services. An open house may be held, certain classes may arrange special lectures, and programs to which the public can be invited, as well as graduation and other exercises, may be educational in character.

*Suggested Procedures in Public Relations.* Experience has shown that certain procedures in handling an adult-education public-relations program are most effective. The suggestions presented here represent a number of ideas found to be practical and helpful.

1. It is best to use a wide variety of contacts and as many channels as possible for public relations, rather than to depend upon a few.

2. Every service and opportunity in the adult-education and counseling program should be presented, in an effort to meet the needs of as large a portion of the adult population of the area as is practicable.

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3. As an important factor in gaining support for the educational program, public relations should receive the serious attention of all members of the school staff.

4. Students, too, who appreciate and enjoy the advantages of the program, usually are glad to lend their assistance in securing public support and interests.

5. The public-relations program should be planned and organized as carefully as any other of the major responsibilities of the administrator. For example, it should be on a year-round basis, to meet the special interests and needs of the public, the seasons, and the school calendar.<sup>1</sup>

6. A committee of faculty, students, and even members from the community may be set up, to study and make suggestions as to the public-relations program, especially as it emphasizes educational and counseling services.

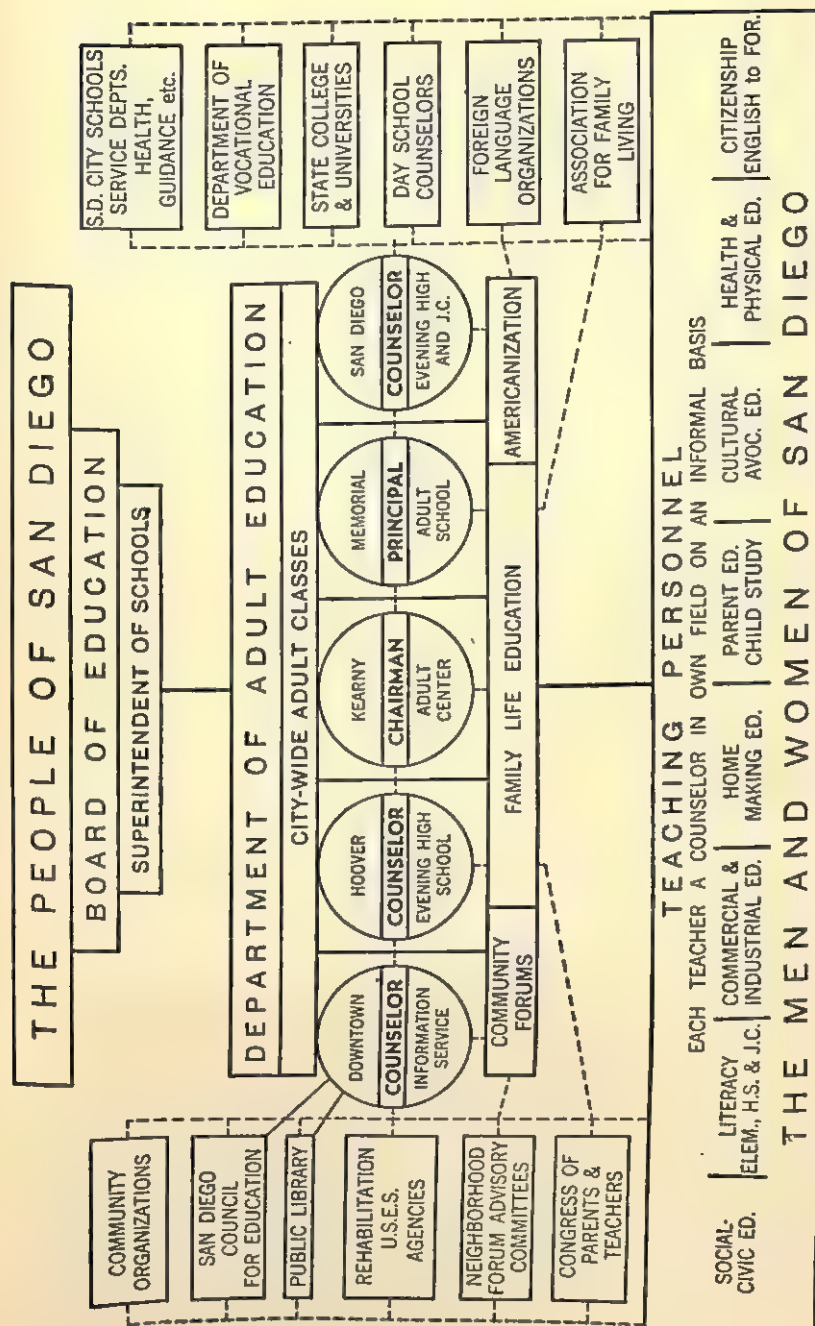
7. This committee may examine material and procedures from many sources: local newspapers and advertising men will help; some local campaign, such as the community chest, may be observed as to the variety of public approaches made; and it is helpful to exchange samples of materials with other evening schools and programs of adult education.

### FUNDAMENTAL PRINCIPLES OF ORGANIZATION

No one organization can be considered the best for counseling adult students, because the particular setup should fit the local situation and grow out of the needs of the men and women of each community, and the facilities and staff available in each school. Some faculty members have special interests, backgrounds, and abilities that fit them better for certain tasks than for others. It is a mistake, therefore, to design a "blue-print" organization into which each must fit, regardless of personal characteristics, when advantage may be taken of the strength and enthusiasm of each individual to build a living program.

Another fundamental view, in our opinion, is to consider the process not so much as the organization of a counseling program (that is, as a special function), but as organizing the entire school

<sup>1</sup> Some of this material on public relations has been adapted from Dorothy Rowden's *Publicity for Adult Education*, New York University, New York, 1937.





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and its resources *for* counseling. This implies a student emphasis. And this, again, helps in determining the nature of the organization that will best fit the local situation; in solving questions as to articulation between various units of the public-school system; and in coordinating the various educational institutions of the community. In one instance, a special staff or department may best serve the interests of adult students. In another, there may develop a community-wide, interdependent, cooperative type of organization, serving the men and women of the area.

On page 169 is a chart of the counseling organization of the Department of Adult Education of the San Diego City Schools. The purpose of this chart is to show coordination with various agencies and schools within the community.

## Chapter II EVALUATING THE

### PROGRAM: SUMMARY

### AND REVIEW

THE purpose of this chapter is to discuss the evaluation of a program of counseling for adult students, and to review and summarize major points of view presented in this book.

#### EVALUATION

It is not possible to evaluate the quality of counseling given in terms of its ultimate results. It has been well said that complete, individual adjustment is impossible this side of the grave, and evaluation of any particular adjustment made requires years of time. For many of the subtle, personal, and highly subjective elements that enter into the adjustment of an individual to his environment, there are no objective measurements. Furthermore, guidance is a process that never ends. As the days go by, the individual himself changes, with growing skills and emerging interests, and the occupational and avocational environment to which his is related is in a state of flux.<sup>1</sup>

This statement of Jerome Bentley's well corroborates our thesis that life or guidance or human activities and interests are not static but continually changing. One decision or one adjustment does not last a lifetime. For instance, the advice and help given in choosing a vocation do not settle other problems that may arise. New problems constantly develop and must be met and solved.

Counseling is a lifelong process, but we do not have contact with any individual for the entire period of a lifetime. After a

<sup>1</sup> BENTLEY, JEROME H., *The Adjustment Service*, p. 45, American Association for Adult Education, New York, 1935.

relatively brief association with us, adult students leave our environment and usually are never heard of again. The best we can hope to do, then, is to help them gain a little ability in learning how to meet and analyze problems and how to think objectively about a situation, appraise their resources, and choose a decisive course of action.

If we think to evaluate the results of our work in terms of whether or not the students we help remain adjusted or are able to apply sound principles to all problems met in the future, we face an impossible task. We can, however, examine our aims and objectives, discuss methods and procedures, and give critical attention to certain practical results that should be expected with students in our school.

This is not to say that research is not desirable or possible; certainly in large centers or university centers such experimentation must be carried on, and from these there should be a constant flow of new and scientific procedures and instruments into the field. Persons engaged in counseling must have background and access to these professional techniques and must understand and appreciate their possibilities and limitation. Relatively speaking, however, the average school will have to depend upon simple, workable methods in determining the effectiveness of its counseling program for adults.

### *Simple Evaluation Procedures*

1. A first essential step in evaluation is the preparation of a statement, in terms of student development, of objectives and fundamental principles for the counseling program, to fit the particular school or educational institution. These may be worked out in faculty conferences, discussed and checked to see where the program falls short, and used as a basis for suggested improvements. An example of a statement of fundamental principles formulated by teachers of adults in the San Diego area follows.

#### FUNDAMENTAL PRINCIPLES

(NOTE: Not listed in order of rank)

*A. Guidance must be student centered—in all aspects of his personality.*

But it must be positive in character, practical—something that will help each student work out his problems for himself.

*B. Choices and decisions should always be made by the counselee.*

*C. The counselor's attitude should be friendly and sympathetic, but never emotional.*

Rapport and confidence are essentials, but the relationships should not lose their objectivity.

*D. The guidance program should be developmental rather than remedial.*

*E. Counseling and guidance should be continuous on a long-term basis.*

It cannot drop the student at the close of an isolated incident. It must consider all that has gone on before, and follow-up is essential to its efficiency.

*F. Personal relationship is the fundamental of counseling.*

The man-to-man conference is the core. Tests and all mechanical devices are only auxiliary.

2. An investigation, from time to time, of certain practical results can be carried on through faculty committees. For example, with adults, attendance and turnover are very significant, and such questions as the following may be asked.

a. Has attendance in classes held up better since counseling has been inaugurated than before?

Simple charts may be drawn and compared year by year.

Samplings may be taken from time to time in typical classes.

b. Has there been an increase, in proportion to total registration, in the numbers of students who complete long-term educational programs, receive diplomas, and the like?

c. What has been the effect of the counseling program on quality of work, on grades, and on general scholarship?

d. What has been the effect on student turnover, withdrawing from or reentering classes, on the length of time retained in classes?

Such investigations may be carried on in any number of areas—having to do with vocational adjustments, school activities, participation in community projects, and the numbers who seek counseling assistance.

3. A professional check list of a dozen or so practices and techniques in counseling that seem to bring good results and responses from students, with columns in which each faculty member can check himself "good," "fair," or "indifferent," may be developed by teachers. This device seems to be enjoyed, arouses some critical



thinking as to good techniques, and, of course, may have innumerable variations.

4. Periodical discussions of student cases—those that are good or bad, successful or not, and those that illustrate certain problems—may be scheduled. It is important that all factors that seem to have affected the results in each case be presented, and that the discussion include suggestions as to procedures, improved techniques, and modifications.

5. Counseling as the *student* sees it is a desirable and effective evaluation procedure in adult education, because there are numbers of mature and intelligent students to draw upon for comment. Personal reactions may be solicited, questionnaires and check lists used, forums and discussions held, and a variety of techniques developed to secure their opinions, in addition, of course, to all sorts of scientific and standardized tests, inventories, and the like.

6. There are many other devices and sources to be used in evaluation: for example, comparison and cooperation with other adult-education programs, exchange of ideas and materials, and the setting up of simple experiments among cooperating schools or programs. There are the help and advice from state offices, associations, university centers, and other professional sources upon which one can draw. Finally, there is the whole field of relationships with community and business life and with advisory committees that provide a healthy, layman's reaction to our school activities.

#### SUMMARY AND POINT OF VIEW

The theme of this book is the adult student, in infinite variety—man or woman, young, middle-aged, elderly, well educated, illiterate, successful or not. Every talent, every resource, and every person on the school staff make some contribution to his well-being and adjustment. The teacher may learn to know him best, but all—from the principal to his fellow students—are counselors, to a greater or less degree, and work together in this cooperative enterprise. Most adults are normal and well adjusted, and their problems, we believe, are within the scope of the regular staff. We are convinced, however, that unusual and extreme cases should be referred, without exception, to qualified specialists in the fields of counseling, psychology, psychiatry, and the like.

Usually the adult student has been away from study and a school atmosphere for some time, even for years, it may be. He is out of touch with class and educational procedures. Our first contact with him is no mere formality of registration and enrollment. It is the much more subtle and difficult task of orientation, the making clear of purposes, content, and activities of the school program. This is no theoretical assumption, but a practical necessity that pays in the successful completion of courses, reduction of pupil turnover, and diminution of social waste.

Regardless of scientific instruments, the adequacy of a large trained staff, and the most careful organization of the guidance process, the vital factor is the simple, personal counseling interview; and the keynote of that interview is an atmosphere of genuine, sincere, and friendly interest in the particular individual student. But this does not mean a spur-of-the-moment, hit-or-miss affair. Rather the personal conference requires very careful planning, the securing and organizing of extensive background data, and the highest professional counseling skill.

Whereas counseling is essentially an individual relationship, it is often expedient to handle some guidance matters in groups. Not only is this necessary from a financial or practical standpoint, but certain matters in social-civic and personal areas, for example, can be taken care of more effectively with groups than with individuals. Group and individual counseling supplement each other and often the presentation is made in groups, while the reactions are handled individually in personal conference.

Any sort of counseling can be blind and ineffective without some background on the student and on the situation that faces him. The more complete the background, the more the factors will be revealed and taken into account as counselor and student attempt to see the problem in its entirety—its history and development; its setting or environment; the student in his relation to it; his abilities, interests, plans, and hopes, and other contributing elements. However, the collection of data is not an end in itself, but the emphasis is upon its use and the present situation rather than upon a clinical record of the past.

Nowhere is it more important to keep constantly in mind the adult student as a complex, individual, human personality than

when attention is given to the various areas of guidance, such as educational, personal, social-civic, vocational counseling, and the like. Nor can we forget the interwoven relationships and the effects of these, one upon another. It would be fatuous, for example, to expect that good vocational adjustment would solve all family problems; or, vice versa, that under bad occupational conditions and maladjustments there would not be reactions in some other areas.

Again, it seems impossible to isolate those qualities or those factors that contribute to complete success and happiness in life. Occupational counseling, therefore, must include a consideration of personal assets, broad outlook, and a background of general education, as well as technical knowledge and skills. A well-integrated personality is the right of every human being, and, fortunately, records and experience demonstrate that counseling, even with mature adults, can make material contributions in this direction.

We have pointed out the particularly favorable position of the educational counselor, in that a natural contact with adult students is provided. Men and women do not hesitate to come in for *educational* advice, and as the relationship unfolds, the counselor has opportunity to introduce other and personal aspects of the situation in a very normal manner.

Adult education is an integral part of community life and activities. Advantage should be taken of the helpful relationships that can be developed through faculty and student participation in a wide variety of business, civic, and cultural projects.

#### CONCLUSION

Though I speak with the tongues of men and of angels, and have not charity, I am become as sounding brass, or a tinkling cymbal.

In conclusion, we cannot state too strongly our belief in the necessity of professional training for those who do counseling and of making full use of all scientific devices and procedures in carrying on a guidance program. However, we repeat the theme of this book, that the *true heart of counseling* lies in a sincere and genuine interest in the well-being and development of each man or woman with whom we have contact, in the recognition of each as an individual different from any other, and in the maintenance of a friendly, informal atmosphere with a positive and hopeful outlook.

## SELECTED READING LIST

IN the literature on guidance, there are many excellent books that are of interest to the counselor of adults. From among these, the authors suggest a few that seem to be particularly helpful in different phases or areas of this field.

1. BINGHAM, WALTER V.: *Aptitudes and Aptitude Testing*, Harper & Brothers, New York, 1937, 390 pp. A general reference work on aptitudes, testing, and interpretation of such tests.
2. BRYSON, LYMAN: *Adult Education*, American Book Company, New York, 1936, 208 pp. A general overview of adult education.
3. FENTON, NORMAN: *The Counselor's Interview with the Student*, Stanford University Press, Stanford University, California, 1943, 36 pp. A brief, but thorough, treatment of the personal interview.
4. JOHNSTON, EDGAR G.: *Administering the Guidance Program*, Educational Publishers, Inc., Minneapolis, 1942, 129 pp. A brief, practical presentation of administrative and organizational aspects of guidance.
5. JONES, ARTHUR J.: *Principles of Guidance*, McGraw-Hill Book Company, Inc., New York, 1945, 592 pp. The best all-round general reference on guidance.
6. MYERS, GEORGE E.: *Principles and Techniques of Vocational Guidance*, McGraw-Hill Book Company, Inc., New York, 1941, 377 pp. A sound and comprehensive reference on vocational guidance.
7. ROGERS, CARL R.: *Counseling and Psychotherapy*, Houghton Mifflin Company, Boston, 1942, 450 pp. A clear presentation of the therapy emphasis in counseling.
8. RUCH, GILES M., and DAVID SEGEL, "Minimum Essentials of the Individual Inventory in Guidance," *Vocational Division Bulletin* 202, U.S. Office of Education, Occupational Information and Guidance Service, Washington, D.C., 1939, 83 pp. A brief, well-rounded description of the individual inventory, with suggestions on tests.
9. WILLIAMSON, E. G., and M. E. HAHN, *Introduction to High School Counseling*, McGraw-Hill Book Company, Inc., New York, 1940, 314 pp. An authoritative discussion of student personnel work.





## GLOSSARY

- adult education.* An organized educational program designed especially for men and women who are over the age of regular schooling, or who are busy with adult pursuits and activities.
- clinical record.* Complete and scientifically organized data covering the personal history, environmental factors, behavior patterns, scholarship, health, and other records on an individual, secured through the cooperative efforts of trained specialists, such as medical practitioners, psychiatrists, psychologists, psychometrists, and the like
- counseling.* That phase of guidance carried on through direct personal contact and relationship with the individual student.
- educational counseling.* That area of counseling concerned primarily with scholastic progress, curricular adjustment, and the educational development of the student.
- guidance.* The broad, comprehensive program of services and activities directed toward assisting students in solving problems and making adjustments for full development and usefulness in life.
- individual inventory.* The complete cumulative personal record of all data and facts that are known, available, and significant about an individual student, organized and assembled in one place for present and future use and reference in counseling.
- mental hygiene.* Mental hygiene covers both the prevention and treatment of personal maladjustments, and particularly the development and maintenance of a healthy mind and a well-adjusted individual outlook.
- occupational counseling.* That area of counseling concerned primarily with those decisions and adjustments necessary for successful achievement in an individual's occupation or employment.
- orientation.* The process of developing within the adult student an understanding and appreciation of his relationship to and the opportunities available through the adult-education program.
- personal counseling.* That area of counseling concerned primarily with the greatest possible development of the student's personal life, his outlook, and his contributions in all social relationships.

*personality.* Personality is the total of inherited and acquired physical and mental characteristics and qualities, which affect or influence others and identify one as a distinct individual. An *integrated personality* is a healthy combination of such qualities.

*psychotherapy.* Psychological assistance of such a nature as to free the individual from those negative factors that impede his normal healthy development, outlook, and adjustment.

*rapprochement.* Harmonious relationship and sympathetic understanding between student and counselor.

*student-personnel work.* The service that synthesizes the many aspects of the individual's life—his educational, vocational, personal, social-civic activities and interests—and gives focus on the individual as being of paramount importance and the center of all advisory and educational effort.

*vocational guidance.* "Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon, and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career—decisions and choices necessary in effecting satisfactory vocational adjustment."<sup>1</sup>

<sup>1</sup> MYERS, GEORGE E., *Principles and Techniques of Vocational Guidance*, p. 3, quoting the Committee of the National Vocational Guidance Association in *Occupations*, vol. XV, pp. 772-778, May, 1937.

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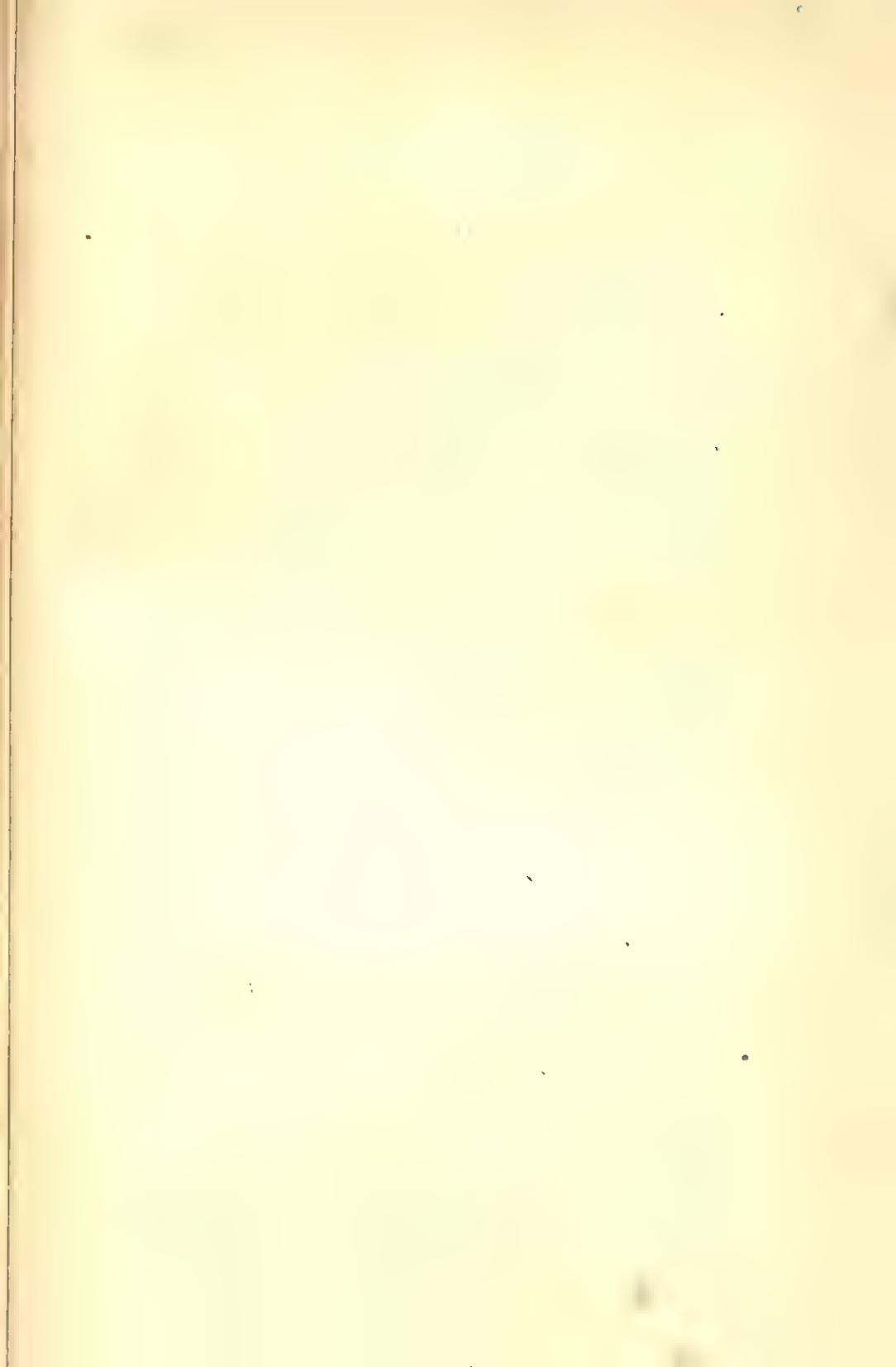
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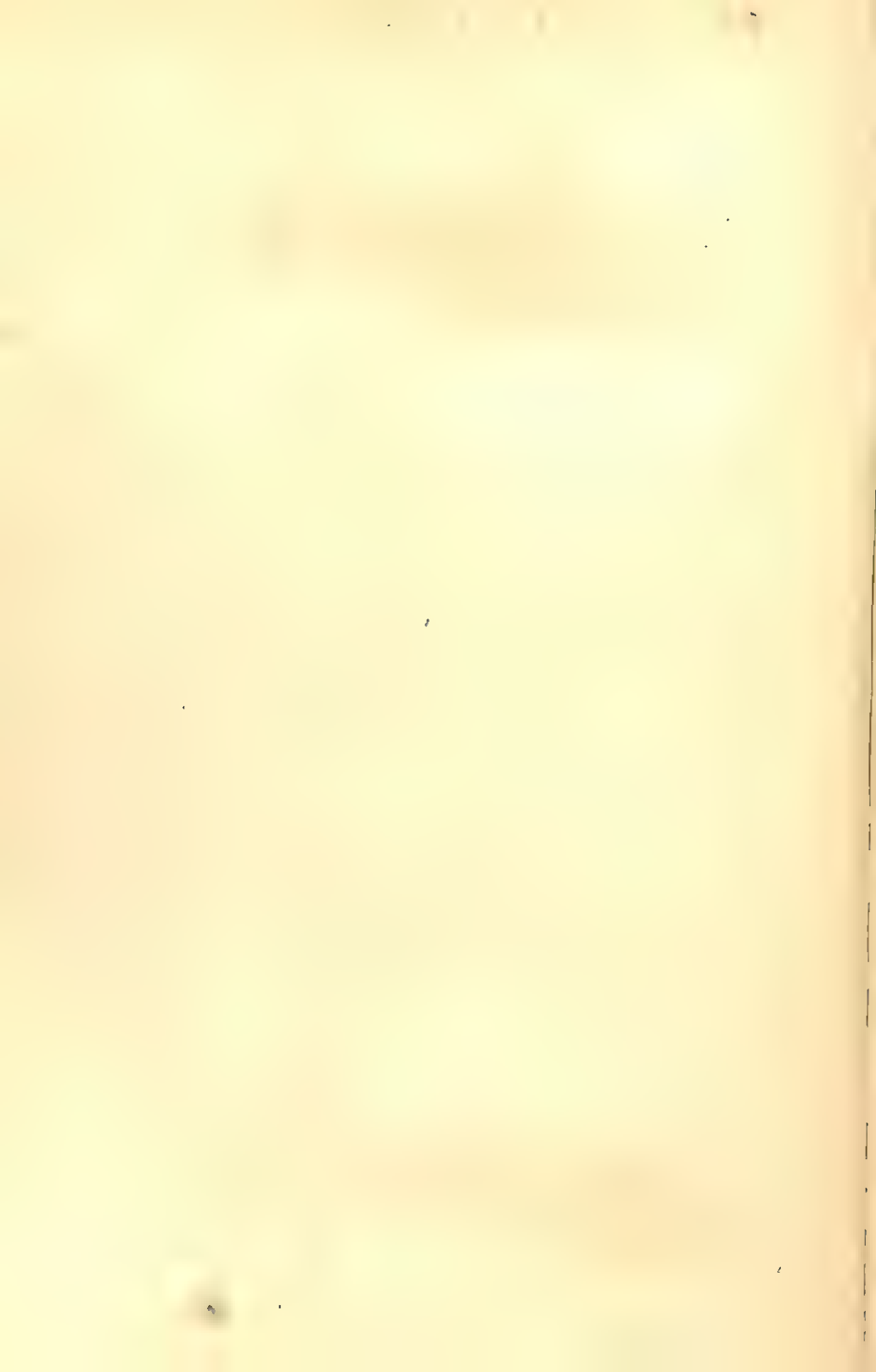
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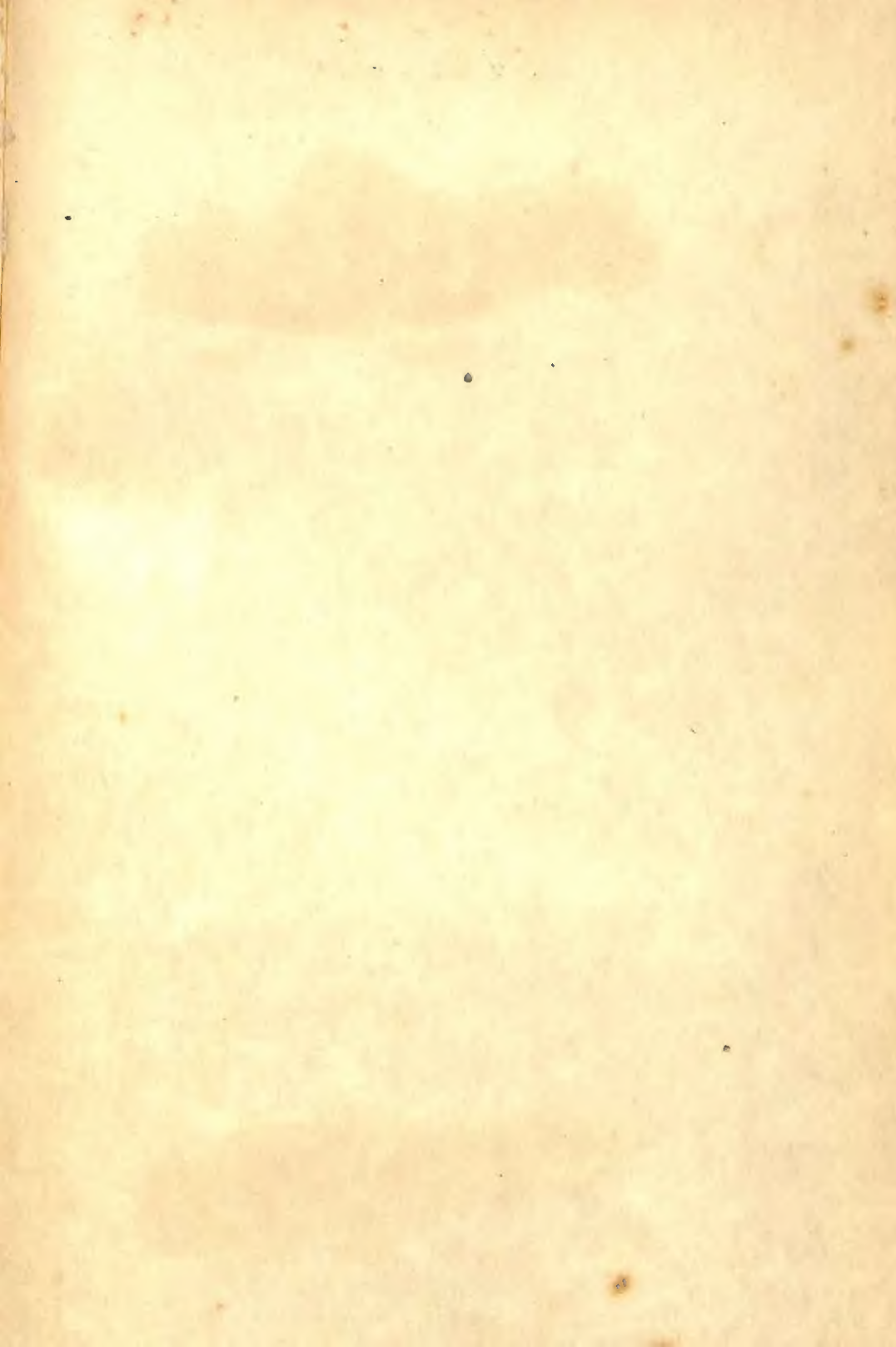
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